DOCUMENT RESUME

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TITLE	Emotionally Disturbed--Teaching Methods and Programs: 1977 Topical Bibliography.
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NOTE	22p.; Exceptional Child Education Resources Topical Bibliography Series
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EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; Contingency Management; *Emotionally Disturbed; Instruction; Intervention; Program Descriptions; *Programs; Teaching; *Teaching Methods

ABSTRACT

Presented is an annotated bibliography with approximately 100 citations (1972-1976) on teaching methods and programs for the emotionally disturbed. Entries are arranged by accession number and usually include the following information: author, title, date, source, pagination, availability (including Educational Resources Information Center number when appropriate), and a brief abstract. (CL)

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Emotionally Disturbed— Teaching Methods and Programs

1977 Topical Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Education Resources
Topical Bibliography Series, No. 704

EC102854

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to The Council for Exceptional Children for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either The Council for Exceptional Children or the National Institute of Education.

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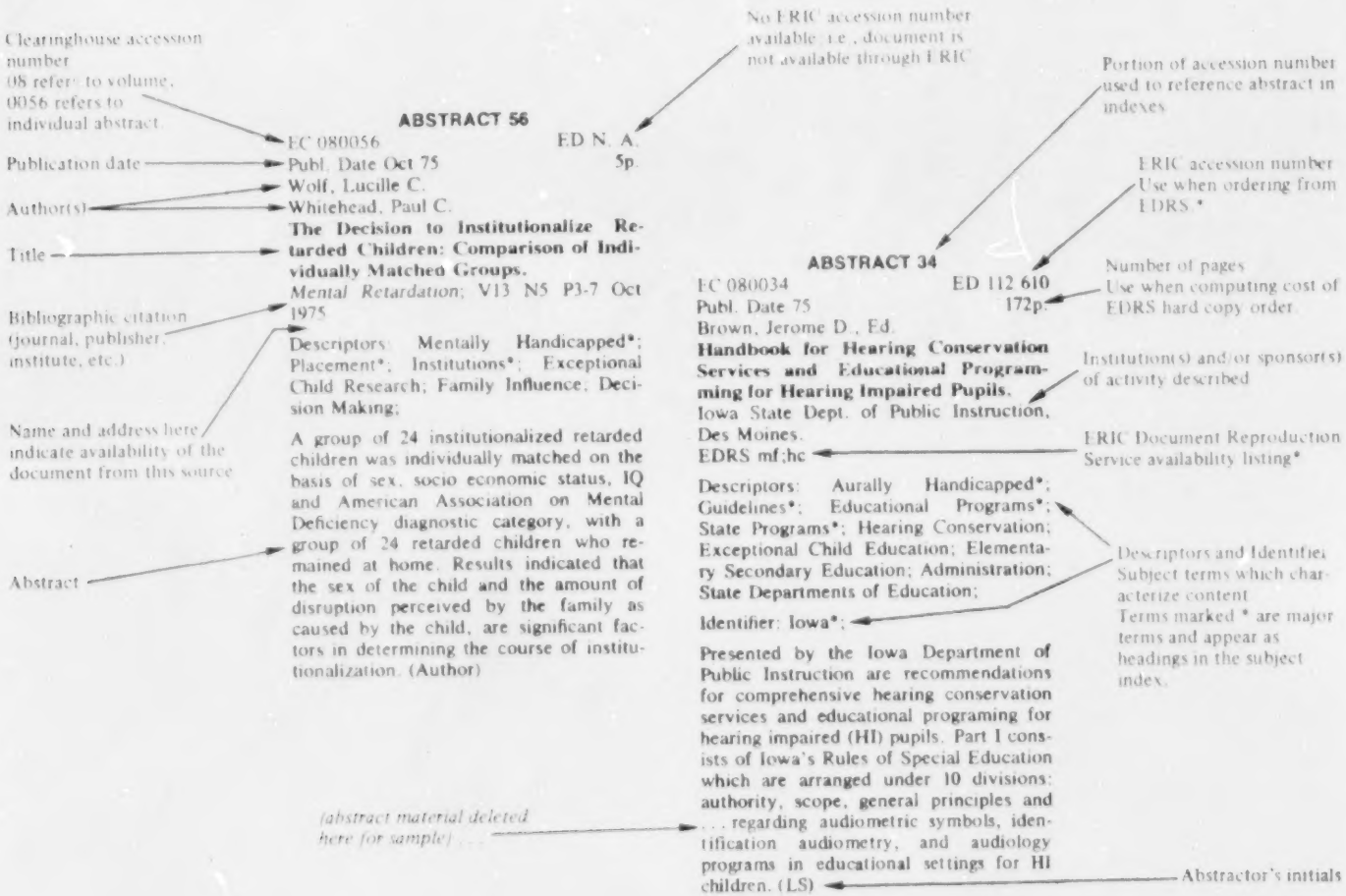
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ABSTRACT 56
EC 080056
ED N. A.
Publication date
Publ. Date Oct 75
5p.
ERIC accession number
Use when ordering from EDRS.*
Author(s)
Wolf, Lucille C.
Whitehead, Paul C.
Title
The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
ABSTRACT 34
Number of pages
Use when computing cost of EDRS hard copy order.
Bibliographic citation (journal, publisher, institute, etc.)
Mental Retardation; V13 N5 P3-7 Oct 1975
EC 080034
ED 112 610
Publ. Date 75
172p.
Brown, Jerome D., Ed.
Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Institution(s) and/or sponsor(s) of activity described
Iowa State Dept. of Public Instruction, Des Moines.
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Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;
Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;
Descriptors and Identifiers
Subject terms which characterize content
Terms marked * are major terms and appear as headings in the subject index.
Identifier: Iowa*;
Abstract
A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)
Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programing for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and
(abstract material deleted here for sample) . . .
. . . regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)
Abstractor's initials

CEC Information Services Journal Collection

The CEC Information Services regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Resources (ECER)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current April 1977) is *representative* of journals currently received.

AAESPH Review, American Association for the Severely Profoundly Handicapped, P.O. Box 15287, Seattle WA 98115

*__Academic Therapy__, 1539 Fourth Street, San Rafael, California 94901

Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577

*__American Annals of the Deaf__, 5034 Wiscon-
**sin Avenue NW, Washington DC 20016

American Education, 400 Maryland Avenue SW, Washington DC 20202

American Educational Research Journal, 1126 16th Street NW, Washington DC 20036

American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015

American Journal of Community Psychology, Plenum Publishing Co., 227 W. 17th St., New York NY 10011

**__American Journal of Diseases of Children__, 535 North Dearborn Street, Chicago, Illinois 60610

*__American Journal of Mental Deficiency__, 49
**Sheridan Avenue, Albany, New York 12210

American Journal of Nursing, 10 Columbus Circle, New York, New York 10019

**__American Journal of Occupational Therapy__, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*__American Journal of Orthopsychiatry__, 1790
**Broadway, New York, New York 10019

Archives of Otolaryngology, 535 North Dearborn Street, Chicago, Illinois 60610

Arithmetic Teacher, 1906 Association Dr., Reston VA 22091

Art Psychotherapy, Pergamon Press, Maxwell House, Fairview Park, Elmsford NY 10523

ASHA, American Speech and Hearing Association Journal, 9030 Old Georgetown Road, Washington DC 20014

Assignment Children, UNESCO, 7 Rue Eugene Delacroix, 75016 Paris, France

Audecibel, 24261 Grand River Avenue, Detroit, Michigan 48219

Audiology & Hearing Education, 15301 Ventura Boulevard, Suite 301, Sherman Oaks, CA 91403

Australian Citizen Limited, Box 91, Brighton 5048, South Australia

*__Australian Journal of Mental Retardation__,
**P.O. Box 255, Carlton, South Victoria 3053, Australia

AVISO, Newark State College, Union, New Jersey 07083

**__Behavior Therapy__, 111 Fifth Avenue, New York, New York 10003

Behavior Today, Zitl Davis Publishing Co., 1156 15th Street NW, Washington DC 20036

Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4AT, Scotland

British Journal of Mental Subnormality, Moorhull Hospital, King's Heath, Birmingham B30 3QB, England

British Journal of Physical Education, 10 Nottingham Place, London W1M 4 AX, England

Bulletin of the Orton Society, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402

Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402

*__Bureau Memorandum__, 126 Langdon Street, Madison, Wisconsin 53702

CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada

Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401

Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025

Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637

**__Child Psychiatry & Human Development__, 2852 Broadway, Morningside Heights, New York 10025

Child Welfare, 67 Irving Place, New York, New York 10003

Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016

Children Today, U.S. Government Printing Office, Washington DC 20402

Children's House, Box 131, Caldwell, New Jersey 07006

Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631

Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

Day Care & Early Education, 2852 Broadway, New York, New York 10025

Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226

Deficience Mentale Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333

DSH Abstracts, Gallaudet College, Washington, DC 20002

Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

Early Years, Allen Raymond Inc., P.O. Box 1223, Darien CT 06820

Early Years Parent, Allen Raymond Inc., P.O. Box 1223, Darien CT 06820

*__Education and Training of the Mentally
**Retarded__, 1920 Association Drive, Reston, Virginia 22091

Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*__Education of the Visually Handicapped__, 919 Walnut St., Fourth Floor, Philadelphia, Pennsylvania 19107

Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708

Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401

Educational Leadership, 1201 16th Street NW, Washington DC 20036

Educational Researcher, 1126 16th Street NW, Washington DC 20036

Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637

English Journal, 1111 Kenyon Road, Urbana, Illinois 61801

Exceptional Child (formerly **Slow Learning Child**), Serials Section, Main Library, University of Queensland, St. Lucia, Brisbane 4067, Australia

*__Exceptional Children__, 1920 Association
**Drive, Reston, Virginia 22091

*__Exceptional Parent__, 264 Beacon Street, Boston, Massachusetts 02116

Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada

Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222

*__Gifted Child Quarterly__, 8080 Springvalley Drive, Cincinnati, Ohio 45236

Harvard Educational Review, Longfellow Hall, 13 Appian Way, Cambridge MA 02138

Health Education (formerly **School Health Review**), American Alliance for Health, Physical Education, and Recreation, 1201 16th St., NW, Washington DC 20036

Hearing, 105 Gower Street, London WC1 6AH, England

*__Hearing & Speech Action__, 814 Thayer Avenue, Silver Spring, Maryland 20910

Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010

Human Behavior, PO Box 2810, Boulder, Colorado 80302

Humanist, 923 Kensington Ave., Buffalo, New York 14215

Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621

Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306

Instructor, PO Box 6099, Duluth, Minnesota 55806

Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016

International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland

* journals monitored for CIJE
** copyrighted journals for which ECER has been granted permission to use author abstracts

International Rehabilitation Review, 219 East 44th Street, New York, New York 10017

Involvement, PO Box 460, Oak Ridges, Ontario, Canada

Journal for Special Educators of the Mentally Retarded, 171, Center Conway, New Hampshire 03813

*Journal of Abnormal Child Psychology, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

*Journal of Applied Behavior Analysis, Uni**versity of Kansas, Lawrence, Kansas 66044

Journal of Applied Rehabilitation Counseling, 1522 K Street NW, Washington DC 20005

Journal of Association for Study of Perception, PO Box 744, De Kalb, Illinois 60115

*Journal of Autism & Childhood Schizophre**nia, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

Journal of Child Psychology & Psychiatry, Pergamon Press, Elmsford, New York 10523

Journal of Clinical Child Psychology, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

Journal of Community Health, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

**Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Creative Behavior, 1300 Elmwood Avenue, Buffalo, New York 14222

Journal of Developmental Disabilities, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182

Journal of Education, Department of Education, Halifax, Nova Scotia

**Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Educational Research, Box 1605, Madison, Wisconsin 53701

Journal of General Education, 215 Wagner Building, University Park, Pennsylvania 16802

*Journal of Learning Disabilities, 101 E. **Ontario St., Chicago IL 60611

Journal of Marriage & the Family, 1219 University Avenue SE, Minneapolis, Minnesota 55414

*Journal of Mental Deficiency Research, Pembridge Hall, 17 Pembridge Sq., London W2 4EP, England

Journal of Music Therapy, Box 610, Lawrence, Kansas 66044

Journal of Negro Education, Howard University, Washington DC 20001

**Journal of Nervous & Mental Disease, 428 East Preston Street, Baltimore, Maryland 21201

*Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

**Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

Journal of Reading, 6 Tyre Avenue, Newark, Delaware 19711

Journal of Rehabilitation, 1522 K Street NW, Washington DC 20005

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of School Health, American School Health Association, Kent, Ohio 44240

**Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

*Journal of Special Education, Grune and **Stratton, 111 Fifth Avenue, New York, New York 10003

*Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

*Journal of Speech & Hearing Research, **9030 Old Georgetown Road, Washington DC 20014

Journal of Teacher Education, One Dupont Circle, Washington DC 20036

*Journal of Visual Impairment and Blindness (formerly **New Outlook for the Blind**), American Foundation for the Blind, 15 W. 16 St., New York NY 10011

*Language Speech & Hearing Services in Schools, 9030 Old Georgetown Road, Washington DC 20014

Lantern, Perkins School for the Blind, Watertown, Massachusetts 02172

Learning, 530 University Avenue, Palo Alto, California 94301

Mathematics Teacher, 1906 Association Drive, Reston, Virginia 22091

*Mental Retardation, 5201 Connecticut Ave**nue NW, Washington DC 20015

Merrill Palmer Quarterly, 71 East Ferry Avenue, Detroit, Michigan 48202

Momentum, 350, One Dupont Circle, Washington DC 20036

Music Educators Journal, 1902 Association Drive, Reston, Virginia 22091

NASSP Bulletin, 1904 Association Drive, Reston, Virginia 22091

National Elementary Principal, 1801 North Moore Street, Arlington, Virginia 22209

The New Beacon, 224 Great Portland Street, London W1N 6AA, England

Notre Dame Journal of Education, PO Box 686, Notre Dame, Indiana 46556

Nursing Outlook, 10 Columbus Circle, New York, New York 10019

Optometric Weekly, 5 North Wabash Avenue, Chicago, Illinois 60602

Parent Communication, 2190 N. Woodward Ave., Bloomfield Hills MI 48013

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Peabody Journal of Education, George Peabody College for Teachers, Nashville, Tennessee 37203

Pediatric Clinics of North America, W.B. Saunders Co., W. Washington Sq., Philadelphia PA 19105

*Pediatrics, PO Box 1034 Evanston, Illinois **60204

Perceptual and Motor Skills, Box 1441, Missoula MT 59801

**Personnel & Guidance Journal, 1607 New Hampshire Avenue NW, Washington DC 20009

Phi Delta Kappan, 8th & Union Streets, Bloomington, Indiana 47401

**Physical Therapy, 1156 15th Street NW, Washington DC 20005

Pointer, PO Box 131, University Station, Syracuse, New York 13210

Psychology in the Schools, 4 Conant Square, Brandon, Vermont 05733

Psychology Today, PO Box 2990, Boulder, Colorado 80302

Quarterly Journal of Speech, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

**Reading Research Quarterly, 6 Tyre Avenue, Newark, Delaware 19711

Reading Teacher, 6 Tyre Avenue, Newark, Delaware 19711

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto, Ontario M5E 1E8, Canada

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108

*Rehabilitation Literature, 2023 West Ogden **Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, 88 St. Stephen Street, Boston, Massachusetts 02115

Rehabilitation World, RIUSA, 20 W. 40th St., New York NY 10018

Remedial Education, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia

Review of Educational Research, 1126 16th Street NW, Washington DC 20036

Scandinavian Journal of Rehabilitation Medicine, Gamla Brogatan 26, Box 62, S 101 20 Stockholm 1, Sweden

Schizophrenia Bulletin, 5600 Fishers Lane, Rockville, Maryland 20852

School Media Quarterly, 1201-1205 Bluff Street, Fulton, Missouri 65251

Science and Children, National Science Teachers Association, 1201 16th St., NW, Washington DC 20036

*Sight Saving Review, 79 Madison Avenue, New York, New York 10016

Sign Language Studies, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901

**Social Work, 49 Sheridan Avenue, Albany, New York 12210

Southern Journal of Educational Research, Box 107, Southern Station, Hattiesburg, Mississippi 39401

Special Children, American Association of Special Educators, 107-20 125th Street, New York, New York 1,419

*Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

Special Education in Canada, Dave Muir, Subscriptions, 12 Doucett Pl., Scarborough, Ontario M1G 3M2, Canada

Teacher, 22 West Putnam Avenue, Greenwich, Connecticut 06830

Teacher of the Blind, Royal School for the Blind, Church Road North, Wavertree, Liverpool L156TQ, England

Teacher of the Deaf, 50 Topsham Road Exeter EX2 4NF, England

Teachers College Record, 525 West 120th Street, New York, New York 10027

**TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Volta Review, 3417 Volta Place NW, Wash**ington, DC 20007

Young Children, 1384 Connecticut Avenue NW, Washington, DC 20009

ABSTRACT 2987

EC 08 2987 ED N. A.
Publ. Date 75 26p.
Patterson, G. R.
Multiple Evaluations of a Parent-Training Program.
Academic Press, Inc., 111 Fifth Ave., New York, NY 10003 ($28.50)
Chapter 17 in Travis Thompson and William S. Dockens, III (Eds.), Applications of Behavior Modification (Pages 299-324).

Descriptors: Exceptional Child Research; Emotionally Disturbed;* Males; Childhood; Aggression;* Parent Education;* Behavior Change;* Operant Conditioning; Program Evaluation;*

Multiple criteria were used to evaluate a behavior modification parent training program with 27 families of boys (5-13 years old) referred for aggressive behaviors. Behaviors in the home prior to, during, and after the intervention program were observed using a code system to classify aggressive responses. Results indicated decreases in targeted behaviors as observed by both independent observers and parents. Results of a replication study and some preliminary comparative studies confirmed the findings. (DB)

ABSTRACT 2986

EC 08 2986 ED N. A.
Publ. Date 75 14p.
Heiner, Hans.
Self-Control in Individual and Group Behavior Modification Programs for Emotionally Disturbed Children.
Academic Press, Inc., 111 Fifth Ave., New York, NY 10003 ($28.50)
Chapter 16 in Travis Thompson and William S. Dockens, III (Eds.), Applications of Behavior Modification (Pages 285-298).

Descriptors: Exceptional Child Research; Emotionally Disturbed;* Residential Programs;* Self Control;* Behavior Change;* Operant Conditioning; Literature Reviews;

Reviewed are the literature and experience in a residential program for emotionally disturbed children as they relate to the development of self control in individual and group behavior modification programs. Literature is reviewed in terms of external generalization (including varieties of relationships between therapist, parents, the complaint, and the child) internal generalization (child/group/leader relationships within the residential setting) and active participation of the child in the setting up of a program. Discussed are theoretical aspects of participation and self control and the execution of behavior modification programs involving self control components. It is concluded that self control should be given a more prominent place in behavior modification programs to foster generalization from the residential setting to the home situation. (DB)

ABSTRACT 2985

EC 08 2985 ED N. A.
Publ. Date 75 20p.
Dettweiler, Lawrence E.
And Others.
Toward a Community Approach to Behavior Modification with Emotionally Disturbed Children.
Academic Press, Inc., 111 Fifth Ave., New York, NY 10003 ($28.50)
Chapter 15 in Travis Thompson and William S. Dockens, III (Eds.), Application of Behavior Modification (Pages 265-284).

Descriptors: Exceptional Child Research; Emotionally Disturbed;* Behavior Problems; Behavior Change;* Operant Conditioning;* Residential Programs;* Timeout; Positive Reinforcement;* Program Effectiveness;

Identifiers: Token Economy;

Reported is the effective use of behavior modification techniques with emotionally disturbed and behaviorally disordered children in a residential treatment center. Several point systems and a rating system covering both academic and behavorial contingencies were used at various times. Results indicated that the positive token economy incorporating time out for inappropriate behavior was more effective than the rating system or point systems involving negative points. A case study is given to illustrate the program's effectiveness and difficulties of generalizing behavior changes achieved in the residential setting to the home setting. (DB)

ABSTRACT 2958

EC 08 2958 ED N. A.
Publ. Date 75 294p.
Wood, Mary M., Ed.
Developmental Therapy: A Textbook for Teachers as Therapists for Emotionally Disturbed Young Children.
University Park Press, Chamber of Commerce Building, Baltimore, MD 21202 ($9.75)

Descriptors: Exceptional Child Education; Emotionally Disturbed;* Early Childhood Education; Textbooks; Developmental Psychology;* Psychoeducational Clinics;* Teacher Role;* Teaching Methods;* Class Management; Case Studies; Curriculum Guides; Objectives;

Intended for teachers and other professionals working with emotionally disturbed children (3-8 years old), the textbook describes a psychoeducational approach to treatment with a developmental orientation. Therapy for emotionally disturbed children from the developmental point of view is described in the first three chapters titled "Developmental Therapy" (M. Wood), "Developmental Therapy Curriculum Objectives" (C.Combs), and "Making Decisions about Treatment Effectiveness" (W. Swan and Wood). The next three chapters-"Helping Children Grow with Materials and activities" (Wood), "Management strategies and Verbal Techniques which Bring Therapeutic Results" (L. Bolster and Wood), and "Developing the Skills To Be Effective Using Developmental Therapy" (D. Weller)--cover activities, materials, and teacher management techniques for each stage of developmental therapy. Chapters 7 through 10--"The Stage One Class, A Place for Responding and Trusting" (A. Williams), "The Stage Two Class, Where Children Learn Individual Skills" (A. Lomax and M. Galewski), "The Stage Three Class Means Learning Skills for Group Participation" (C. Cook and O. Jennings), and "The Stage Four Class Brings Satisfaction in Group Processes" (A. Beardsley and B. Geter)--are devoted to the first four stages of developmental therapy and contain case studies from developmental therapy classes. Discussed in the final chapters--entitled "School Liaison and Field Services" (B. Mailey) and "Services to Parents" (Wood)--are developmental therapy center activities and center sponsored programs for the parents and school personnel of center children. Outlined in the appendix are the 144 developmental therapy curriculum objectives in the areas of behavior, communication, socialization, and academics. (SBH)

ABSTRACT 2957

EC 08 2957 ED N. A.
Publ. Date 75 179p.
Patterson, G. R.
And Others.
A Social Learning Approach to Family Intervention. Volume I: Families with Aggressive Children.
Castalia Publishing Company, P. O. Box 1587, Eugene OR 97401 ($8.95)

Descriptors: Exceptional Child Education; Emotionally Disturbed; Socially Deviant Behavior;* Aggression;* Manuals; Counselor Role;* Parent Education;* Teaching Methods;* Parent Counseling; Intervention;* Contingency Management;* Family Problems; Behavior Change; Case Studies; Therapy;*

Intended for therapists working with aggressive children, the manual offers detailed procedures designed to aid in teaching parents to perform effective child management skills. The two chapters in Section I provide a clinical description and definition of the socially aggressive or out of control child and an overview of the clinical research on which the manual's treatment procedures are based. Outlined in Section II (three chapters) are the steps followed by a typical family from the referral process and the intake interview to baseline assessments. Section III (seven chapters) describes each of the major steps in treatment (such as negotiating a fee schedule and setting up the first contingency contract) and includes case studies that illustrate problems in performing the various components. Section IV (six chapters), on some perturbations in standard treatment, examines such aspects of treatment as marital conflicts, intensive classroom intervention, and therapist behaviors. A final section provides brief descriptions of treatment to specific crises that include cases of an assaultive family, an immature child, and

a child who steals. Among appended materials are blank referral and reporting sheets, the Becker Adjective Checklist, a referral problems checklist with behavioral definitions, and instructions for coding discrete behaviors in the school setting. (SB)

ABSTRACT 2946

EC 08 2946 ED 122 568
Publ. Date Apr 76 11p.
Reisinger, James John.
Educating Parents as Primary Service Providers.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Emotionally Disturbed;* Preschool Education; Parent Education;* Intervention;* Program Descriptions;* Models;* Program Design; Parent Role; Educational Programs;

Identifiers: Early Intervention Program;*

Described is the Holy Spirit Hospital Early Intervention Program (EIP)--a model for the delivery of services to emotionally disturbed preschoolers via their parents. Various elements (modules) of the program are reported including the intake module, the individual tutoring module, the toddler management module, the intake classroom module, the deficit-remediation classroom module, the community classroom module, and the liaison module. A major concern of EIP is noted to be systematic evaluation by an advisory committee of its service delivery program. Provided are tables on EIP's organization, the direct service module structure, and the ancillary module, as well as a sample of a child's progress chart. (SB)

ABSTRACT 2893

EC 08 2893 ED 122 515
Publ. Date Apr 76 7p.
De Klyen, Michelle.
Treatment Programming for Affective Behavior.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Emotionally Disturbed;* Behavior Problems; Affective Behavior; Academic Achievement; Early Childhood Education; Elementary Education; Self Concept;* Behavior Change; Program Effectiveness;* Case Studies;* Therapy; Student Role;

The case of Sherrie--whose problems included tantruming, self destructive, and aggressive behaviors--is presented to illustrate the Child Center's program to provide day treatment for emotionally disturbed and behavior disordered children, ages 3 through 12. In part A, the rationale for involving Sherrie in setting up and carrying out treatment programs is given. In part B, a special project to raise Sherrie's self system is described in terms of six phases (which included period of prompting, self monitoring, mini-counseling, and point earning). Pre- and postprogram measures are noted to indicate that Sherrie's self esteem rating and scores in the area of academic behavior were raised during the program. (SB)

ABSTRACT 2889

EC 08 2889 ED 122 511
Publ. Date Apr 76 7p.
Loe, David C.
Positive Peer Culture: An Evaluation.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Emotionally Disturbed; Socially Deviant Behavior;* Delinquency; Adolescents; Group Therapy;* Peer Relationship;* Peer Groups; Program Evaluation;* Program Descriptions;

Identifiers: Positive Peer Culture;*

Group therapy, in general, and positive peer culture (PPC) programs, in particular, are discussed in terms of treatment characteristics and effects on maladaptive adolescent behavior. Topics covered include the three phases (inclusion, power, and affection) of group treatment, difficulties (negative group experiences) produced by group therapy, PPC's emphasis on peer control, and problems in evalvating PPC programs. (SB)

ABSTRACT 2888

EC 08 2888 ED 122 510
Publ. Date Apr 76 6p.
Lybarger, William A.
Positive Peer Culture--An Alternative Treatment for the Disturbed and/or Disturbing Adolescent.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Emotionally Disturbed;* Socially Deviant Behavior;* Delinquency;* Adolescents; Group Therapy;* Peer Relationship;* Peer Groups; Behavior Change; Research Reviews (Publications);

Identifiers: Positive Peer Culture;*

Reviewed are literature and research on the use of the positive peer culture (PPC) approach with socially maladjusted and/or emotionally disturbed adolescents. Studies presented focus on the effects of PPC on inappropriate behavior and parole performance. Findings are noted to be inconclusive. (SB)

ABSTRACT 2887

EC 08 2887 ED 122 509
Publ. Date Apr 76 21p.
Severns, George W., Jr.
And Others.
Administration of Educational Programs for Delinquent Youth.
EDRS mf;hc
Three papers presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Emotionally Disturbed; Delinquency;* Secondary Education; Adolescents; Educational Programs;* Administration; Interagency Cooperation; Educational Alternatives;* Curriculum Design; Trend Analysis;* Etiology;* Teaching Methods;

Presented are three papers on the administration of educational programs for delinquent youth. In a paper by G. Severns the total lack of coordination between agencies when programing for delinquent youth is pointed out, and a continuum of educational programing with a maximum of communication within and among agencies is suggested. Pennsylvania's Assessment Teaching Curriculum is described in the second paper by I. Grignano as an educational alternative for delinquents that operates in conjunction with established curriculum guidelines and, therefore, assures the child transferable school time that can be applied to school placement anywhere within the state. In a final paper, R. Bell reviews historical trends (such as crimes are now committed in areas that are considered safe) in the pattern of delinquency; outlines three factors (physiological, psychological, and socioeconomic) that lead to alienation, disruption, and delinquency; and recommends diagnostic/prescriptive approaches to remediate the problem. (SB)

ABSTRACT 2834

EC 08 2834 ED N. A.
Publ. Date Sum 76 21p.
Fields, Suzanne.
Ounces of Prevention. Parts I, II, III.
Innovations; V3 N2 P2-22 Sum 76

Descriptors: Exceptional Child Services; Emotionally Disturbed;* Child Abuse; Prevention;* Intervention;* Identification;* Residential Programs; Program Descriptions;* Family Counseling; Communication Skills;

Presented are descriptions of three programs that focus on the prevention of emotional disturbance through early intervention (secondary prevention), primary prevention, and prenatal screening. Achievement Place, in Kansas, is described as a community based family treatment center that serves 6 or 8 disturbed adolescent boys and stresses active give and take, the building of skills, a self government system, and a training program for the house parents. Evaluation of Achievement Place is reported to show better adjustment at a lower cost than for comparable institutionalized adolescents. A program in California is explained to focus on primary prevention through the provision of communication courses designed to foster better family relations. Also described is a Chicago program which uses questionnaires and interviews with an expectant mother to identify parents who may later neglect and abuse their children. (DB)

ABSTRACT 2780

EC 08 2780 ED N. A.
Publ. Date Aug 76 11p.
Kent, Ronald N.
O'Leary, K. Daniel.
A Controlled Evaluation of Behavior Modification with Conduct Problem Children.
Journal of Consulting and Clinical Psychology; V44 N4 P586-596 Aug 76

Descriptors: Exceptional Child Research; Emotionally Disturbed; Behavior Problems;* Elementary Education; Learning Difficulties; Behavior Change;* Operant Conditioning; Academic Achievement; Program Effectiveness;*

A behavioral intervention program for 32 conduct problem children with both behavioral and academic difficulties in elementary school was evaluated. Ss were randomly assigned to treatment and a "no contact" control group. A standardized 20-hour treatment program involving the child, his parents, and his teacher was provided by clinical psychologists. Both observational recordings and teacher ratings of social and academic behavior demonstrated that significantly greater behavioral improvement had occurred for treated than for control children. However, at a 9- month followup, the control group had improved sufficiently that these differences in social behavior were no longer significant. Although no differences existed between treated and untreated children in achievement test performance or grades at termination, followup revealed that the treated Ss had significantly better achievement scores and grades 9 months after termination. Ratings of therapists by teachers and parents were uniformly positive, and there were no dropouts during the 3-4-month course of treatment. (Author)

ABSTRACT 2775

EC 08 2775 ED N. A.
Publ. Date Ju/Au76 10p.
Schild, Judith S.
And Others.
The Child Welfare Agency as School Consultant.
Child Welfare; V55 N7 P491-500 Jul/Aug 76

Descriptors: Exceptional Child Education; Emotionally Disturbed;* Child Abuse;* Elementary Secondary Education; Consultation Programs;* School Services; Child Welfare;* Mental Health; Agency Role;* Program Description;*

Identifiers: Neglected Children;* Jewish Childrens Bureau;

Described is the School Consultation Program of the Jewish Children's Bureau (JCB), a comprehensive child care agency serving dependent, abused, neglected, and emotionally disturbed children, adolescents, and their families. Focused on are four specific aspects of the JCB program: assisting the school in collaborating with other professionals; helping school personnel identify limits to intervention; developing a psychosocial educational plan; and establishing models for working with group process. (SBH)

ABSTRACT 2774

EC 08 2774 ED N. A.
Publ. Date Ju/Au76 12p.
Bauer, John E.
Heinke, Warren.
Treatment Family Care Homes for Disturbed Foster Children.
Child Welfare; V55 N7 P478-489 Jul/Aug 76

Descriptors: Exceptional Child Services; Emotionally Disturbed;* Foster Children;* Program Descriptions;* Case Studies; Adoption; Foster Homes;* Parent Role; Therapy;*

A treatment home program for emotionally disturbed foster children is described which features a variety of therapies and full participation of foster parents on the treatment team. Among the components seen to be essential in developing and operating a treatment family care program are a limited caseload size, adequate supportive services, training and educational opportunities for the foster parent, and a planned evaluation system. Such phases of the program as referral, contracting, day to day operation, and termination and evaluation are briefly discussed. Also provided are two case studies and a list of characteristics (such as ability to communicate openly and directly) of treatment home parents. (SBH)

ABSTRACT 2772

EC 08 2772 ED N. A.
Publ. Date Ju/Au76 9p.
Whittaker, James K.
Differential Use of Program Activities in Child Treatment Groups.
Child Welfare; V55 N7 P459-467 Jul/Aug 76

Descriptors: Exceptional Child Education; Emotionally Disturbed;* Group Therapy;* Group Activities; Individual Activities; Physical Activities;*

Four different uses of activities within treatment groups for troubled children are identified, and several factors to consider in selecting activities are suggested. Games and activities are seen to aid in diagnosis, facilitate specific treatment intervention, provide positive reinforcement after discussion, and provide a means for behavior management. Such factors as group development, group composition, physical setting, and self comfort are discussed in terms of choosing a group activity. (SBH)

ABSTRACT 2699

EC 08 2699 ED N. A.
Publ. Date Jun 76 3p.
McNamara, Edward.
Heard, Christine.
Self-Control Through Self-Recording.
Special Education Forward Trends; V3 N2 P21-23 Jun 1976

Descriptors: Behavior Problems;* Behavior Change;* Operant Conditioning;* Self Evaluation;* Student Behavior;* Exceptional Child Education; Secondary Education; Class Management; Student Participation;

The effect of self recording techniques on the frequency of disruptive classroom behavior was examined with 30 secondary school girls (13 and 14 years old). Half the students were assigned to the boxes method in which the student recorded, at random times during the class, whether or not she was studying; and the other half used the frequency count method in which the student marked a paper each time she misbehaved. The self recording was consistent with the subjective judgment of the teacher as to the students' behavior, and the behavior of the class continually improved while the technique was in operation. Results indicated that the students' behavior was substantially modified, and that self recording techniques were a useful strategy for coping with some disruptive classroom behavior. (IM)

ABSTRACT 2695

EC 08 2695 ED N. A.
Publ. Date Jun 76 2p.
Rosenberg, Harry
Modifying Teachers' Behavior.
Special Education Forward Trends; V3 N2 P8-9 Jun 1976

Descriptors: Emotionally Disturbed;* Behavior Change;* Operant Conditioning;* Teacher Attitudes;* Regular Class Placement;* Discriminatory Attitudes (Social);* Exceptional Child Research; Adolescents; Student Teacher Relationship; Changing Attitudes;

Modification by students of the regular classroom teacher's discriminatory behavior was tested with 24 emotionally disturbed children, 11 to 16-years-old, who were recently transferred from special education classes. For an 8 to 12-week period, each student was instructed in behavior modification theory and techniques during a daily session with the special class teacher. Their assignment was to increase praise given by two teachers, and to decrease the number of negative comments. The students, keeping records of the teacher's behavior were able to increase praise and decrease negative comments significantly through the use of learned reinforcement techniques. Results indicated that the ability of the students to get along with the teachers was increased, although the teachers appeared to need continual reinforcement to sustain the positive behavior. Many of the children previously unable to function successfully in a regular classroom were able to maintain average or above average grades. (For related article, see EC 081358.) (IM)

ABSTRACT 2595

EC 08 2595 ED N. A.
Publ. Date 76 450p.
Long, Nicholas J.
And Others.
Conflict in the Classroom: The Education of Emotionally Disturbed Children. Third Edition.
Wadsworth Publishing Co., Belmont, CA 94002

Descriptors: Exceptional Child Education; Emotionally Disturbed;* Elementary Secondary Education; Etiology;*

Clinical Diagnosis;* Educational Programs;* Class Management;* Therapy;* Identification; Drug Therapy; Psychotherapy; Teaching Methods; Trend Analysis;

The collection of over 80 readings deals with the education and treatment of emotionally disturbed children. Each of the seven chapters is preceded by an introduction, and most individual entries are followed by editorial comments relevant to the classroom situation. Selections cover the following topics: how it feels to be emotionally disturbed; factors (such as poverty, slums, and ethnic differences) related to disturbed behavior; the use of drugs; identification and diagnosis of the disturbed child; the kinds of help (including individual psychotherapy and psychoanalysis, group therapy, and drug therapy) available; kinds of schools and programs that are provided; teaching strategies (which include the psychoeducational model); hygienic management in the classroom; and evaluation and innovation in the education and treatment of the emotionally disturbed child. (For related information, see EC 01 0861 and EC 03 2692.) (SB)

ABSTRACT 2476

EC 08 2476 ED N. A.
Publ. Date May 76 8p.
McManus, John E.
The Proctor Program for Detention of Delinquent Girls.
Child Welfare; V55 N5 P345-352 May 76

Descriptors: Exceptional Child Education; Emotionally Disturbed; Delinquency;* Adolescents; Program Descriptions;* Females;* Paraprofessional Personnel;*

A detention program for delinquents is described as being based on the use of individual proctors--young women who provide, in their own homes, day-to-day care for girls pending court appearance. Covered are such program aspects as project objectives (which include enhancing the girl's self esteem and giving her an opportunity to think through the problems confronting her), the proctor's role (a combination of tasks usually assigned to social and child care workers), inservice training (including instruction in the health needs of young women), findings from assessment of goals and objectives (such as that the majority of girls returned to court on time), and areas of concern (such as proper preparation of the child coming into the program). (SB)

ABSTRACT 2415

EC 08 2415 ED N. A.
Publ. Date Spr 76 10p.
Adler, Jack.
Finkel, William.
Integrating Remedial Methods Into Child Care Practice.
Child Care Quarterly; V5 N1 P53-62 Spr 76

Descriptors: Exceptional Child Education; Multiply Handicapped;* Emotionally Disturbed; Mentally Handicapped; Residential Programs;* Remedial Instruction;* Diagnostic Teaching;* Cognitive Development; Self Care Skills; Social Development; Child Care Occupations;

A therapeutic program involving child care staff in remediation efforts has been developed at a residential school for emotionally disturbed, mentally handicapped children. The program's objective is to improve the child's cognitive capacity and competence in skills involved in social living, self care, and interpersonal relationships. An Individual Cognitive Profile based on a battery of tests is prepared for each student showing percentile scores based on the total school population. Specific remedial approaches have been designed for learning problems such as difficulty with sequencing terms in the grammatical arrangement of a sentence. The child who cannot learn in any stable manner the sequence of steps for such activities as making a bed is taught by a method in which simple physical tasks are broken down into component parts in a series of concrete steps sufficiently detailed to meet the child's needs. (SB)

ABSTRACT 2413

EC 08 2413 ED N. A.
Publ. Date Spr 76 7p.
Case, Paul S.
A Systems Approach to Modifying Behavior in a Children's Residential Center.
Child Care Quarterly; V5 N1 P35-41 Spr 76

Descriptors: Exceptional Child Education; Emotionally Disturbed;* Elementary Secondary Education; Residential Programs;* Behavior Change;* Operant Conditioning;* Rating Scales;* Males; Reinforcement; Feedback;

The Daily Behavior Rating System, a tracking-feedback-reinforcement system, has been used to modify behavior in a residential treatment center for emotionally disturbed boys (6-15 years old). On a specially designed data form, counselors enter numerical ratings or descriptive statements relating to such areas as performance on daily routines, nature of interactions with peers, and responses to directions from counselors. Evening activities are designed to reward children who have performed well during the day, and additional incentives for good performance are attached to the weekly totals of daily ratings. The daily behavior ratings can be used to analyze each child's longitudinal change and current level of "success" (based on the frequency of days in which normal expectations are met or exceeded). (SB)

ABSTRACT 2271

EC 08 2271 ED N. A.
Publ. Date May 76 10p.
Walker, Hill M.
And Others.
Competency-Based Training Issues in the Development of Behavior Management Packages for Specific Classroom Behavior Disorders.
Behavioral Disorders; V1 N2 P112-122 May 76

Descriptors: Exceptional Child Education; Emotionally Disturbed; Behavior Problems;* Primary Education; Performance Based Teacher Education;* Program Descriptions;* Intervention; Social Development;* Academic Achievement;* Regular Class Placement;* Behavior Change;*

The issues and concepts of competency-based teacher education (CBTE) are discussed as they relate to a project for developing comprehensive behavior management programs for use with primary-grade behaviorally disordered children enrolled in regular classrooms. Two of the behavior management packages, CLASS (Contingencies for Learning Academic and Social Skills) and PASS (Program for Academic Survival Skills), developed by the Center at Oregon for Research in the Behavior Education of the Handicapped are described in terms of specific program components, teacher and consultant competencies required for implementation, and training activities designed to teach competencies. It is concluded that CBTE procedures, when applied to the consultant-teacher mainstreaming model, enable the development of complex, validated intervention programs for behaviorally disordered children. (SB)

ABSTRACT 2286

EC 08 2286 ED N. A.
Publ. Date Jun 76 17p.
Blechman, Elaine A.
And Others.
The Family Contract Game: Technique and Case Study.
Journal of Consulting and Clinical Psychology; V44 N3 P449-455 Jun 76

Descriptors: Exceptional Child Research; Emotionally Disturbed; Behavior Problems;* Adolescents; Behavior Change;* Games;* Reinforcement;* Contingency Management; Parent Child Relationship;* Family Problems;*

Identifiers: Family Contract Game;

A cooperatively played board game (the Family Contract Game) was used with a single mother and her 14-year-old son, who presented severe problems and bizarre behavior, to illustrate the game's effectiveness in enabling family to autonomously resolve problems and to write contingency contracts. The mother and son used the game to write contracts for 6 weeks. Problem solving behavior, measured by H. Hops's coding system, improved significantly the first time they played the game and remained constant throughout treatment. When the game was withdrawn, problem solving behavior declined significantly but was still significantly better than it had been prior to treatment. Contracts carried out at home significantly reduced problem behavior frequency, and contracts never implemented were associated with a borderline significance reduction in problem behaviors. At the end of treatment, the son's deviant behavior was substantially improved. (Author/SB)

ABSTRACT 2261

EC 08 2261 ED N. A.
Publ. Date Sum 76 10p.
Hobbs, Tom R.
Hold, Michael M.

The Effects of Token Reinforcement on the Behavior of Delinquents in Cottage Settings.

Journal of Applied Behavior Analysis; V9 N2 P189-198 Sum 1976

Descriptors: Delinquency;* Behavior Change;* Reinforcement;* Exceptional Child Research; Adolescents; Males; Institutionalized (Persons); Peer Relationship; Behavior Patterns; Operant Conditioning;

Identifiers: Token Economy;*

A token economy designed to modify the behavior of 125 adolescent males committed to a state correctional institution was implemented in the boys' cottages, focusing on social behavior (peer interaction), rule following, and task completion. The program was sequentially introduced in a multiple-baseline design in three independent cottages; a fourth group served as a comparison cottage. Appropriate behavior increased when the token program was introduced in each cottage. Data were collected for 14 months; thus, the long term effects of initial behavior change were assessed. (Author)

ABSTRACT 2260

EC 08 2260 ED N. A.
Publ. Date Sum 76 10p.
Bornstein, Philip H.
Quevillon, Randal P.

The Effects of a Self-Instructional Package on Overactive Preschool Boys.

Journal of Applied Behavior Analysis; V9 N2 P179-188 Sum 1976

Descriptors: Behavior Problems;* Behavior Change;* Verbal Learning;* Self Control;* Questioning Techniques;* Exceptional Child Research; Emotionally Disturbed; Preschool Education; Transfer of Training; Tutoring;

Identifiers: Verbal Mediation;*

The effect of cognitive self instruction as a form of training verbally mediated self control was investigated in three overactive preschool boys using a multiple-baseline design across Ss. Ss were seen individually during a massed 2-hour self instruction session in which Ss were trained in four types of self directed verbalizations: questions about the task, answers to questions in the form of cognitive rehearsal, self instructions that guide through the task, and self reinforcement. Behavioral observations of the Ss indicated transfer of training effects from the experimental tasks to the classroom. On-task behaviors increased concomitant with the introduction of verbal mediation, and treatment gains were maintained 22.5 weeks after baseline was initiated. In addition, the use of an observer-expectancy control condition gave further credibility to the demonstration of a causal relationship. (Author/SB)

ABSTRACT 2259

EC 08 2259 ED N. A.
Publ. Date Sum 76 9p.
Robertson, Stephen J.
And Others.

Peer and College-Student Tutoring as Reinforcement in a Token Economy.

Journal of Behavior Analysis; V9 N2 P169-177 Sum 1976

Descriptors: Behavior Problems;* Behavior Change;* Reinforcement;* Tutoring;* Peer Teaching;* Exceptional Child Research; Emotionally Disturbed; Primary Education; Class Management;

Identifiers: Token Economy;*

Eighteen second-grade children initially received feedback in the form of nonredeemable tokens for reducing their disruptive classroom behavior. Four types of tutoring were then introduced in a Latin Square Design: noncontingent tutoring from fifth-grade peers, contingent peer tutoring, noncontingent college tutoring, and contingent college tutoring. No significant difference was found in the level of disruptive behavior of those children tutored by fifth-grade peers or college students, but contingent tutoring was significantly effective in reducing disruptive classroom behavior. (Author)

ABSTRACT 2258

EC 08 2258 ED N. A.
Publ. Date Sum 76 10p.
Walker, Hill M.
Hops, Hyman.

Use of Normative Peer Data as a Standard for Evaluating Classroom Treatment Effects.

Journal of Applied Behavior Analysis; V9 N2 P159-168 Sum 1976

Descriptors: Behavior Problems;* Behavior Change;* Class Management;* Regular Class Placement;* Observation;* Exceptional Child Research; Emotionally Disturbed; Primary Education; Reinforcement; Research Methodology;

Identifiers: Token Economy;

A study involving 24 primary grade children with behavior problems was conducted to illustrate the use of normative behavioral observation data as a standard for evaluating the practicality of treatment effects produced in other settings. Ss were divided into three groups and were exposed to intervention procedures (token systems) designed to reinforce either direct academic performance and/or facilitative nonacademic classroom responses. The treatment was effective in changing levels of appropriate classroom behavior (1) above baseline levels in the experimental classroom, and (2) to within normal peer-defined limits when reintegrated into the regular classroom. Further, the data reflected successful maintenance of these effects for a 7- to 12-week followup period. (Author/SB)

ABSTRACT 2214

EC 08 2214 ED N. A.
Publ. Date 76 177p.
Sloane, Howard N.

Classroom Management: Remediation and Prevention.

John Wiley and Sons, Inc., 605 Third Ave., New York, NY 10016.

Descriptors: Exceptional Child Education; General Education;* Emotionally Disturbed; Behavior Problems;* Withdrawal Tendencies (Psychological); Elementary Secondary Education; Class Management;* Behavior Change;* Discipline;* Operant Conditioning; Effective Teaching; Reinforcement; Time-out; Prevention;

Intended for elementary and junior high school teachers, the book presents a problem oriented approach to dealing with misbehavior and motivation difficulties. Practical solutions are provided based on precision teaching and behavior modification principles. Classroom management procedures are considered for the following problems (with sample techniques in parentheses): overactive behaviors (reinforcement of appropriate behavior with school activities and teacher attention); aggressive behaviors (social attention, timeout procedures, and contracts for nonaggressive behavior); crying and tantrums (timeout from positive reinforcement); over-quiet, isolate behavior (verbal or social behavior shaping); inattention (appropriate presentation methods); failure to complete assignments (establishment of efficient and effective rules); cheating (provision of consequences); and general disruptions (token reinforcement systems and home based reinforcement). (CL)

ABSTRACT 2181

EC 08 2181 ED N. A.
Publ. Date Sum 76 8p.
Bardon, Jack I.
And Others.

Psychosituational Classroom Intervention: Rationale and Description.

Journal of School Psychology; V14 N2 P87-104 Sum 76

Descriptors: Exceptional Child Education; Emotionally Disturbed; Behavior Problems;* Elementary Secondary Education; Intervention;* Psychologists;* Environmental Influences;* Case Studies; Program Descriptions; Classroom Management;

Based on consideration of the environmental role in determining behavior, an approach to direct intervention with a behavior problem pupil in a classroom is described. Assumptions underlying the psychosituational intervention approach, examples of the method, and cautions in its use are presented. (Author)

ABSTRACT 2166

EC 08 2166 ED N. A.
Publ. Date Sum 76 4p.
Harth, Robert.
Morris, Stanton M.

Group Processes for Behavior Change.

Teaching Exceptional Children; V8 N4 P136-139 Sum 1976

Descriptors: Emotionally Disturbed;* Behavior Change;* Group Discussion;* Objectives;* Exceptional Child Education; Behavior Problems; Elementary Secondary Education; Teacher Role; Self Control;

Described are group processes of goal setting and class meetings which may

help emotionally disturbed and behavior disordered children to pinpoint and control their problem behaviors. Fourteen steps in setting up a class meeting are outlined, and the teacher's role is reviewed. It is explained that final steps involve teaching the child to perform the new behavior identified as his goal and reinforcing the behavior when it occurs. (CL)

ABSTRACT 2114

EC 08 2114 ED N. A.
Publ. Date 76 263p.
Stephens, Thomas M.
Directive Teaching of Children with Learning and Behavioral Handicaps, Second Edition.
Charles E. Merrill Publishing Co., Columbus, OH 43216 ($5.95)

Descriptors: Exceptional Child Education; Learning Disabilities;* Behavior Problems;* Elementary Secondary Education; Teaching Methods;* Teacher Role; Behavior Change;* Operant Conditioning; Reinforcement;* Academic Achievement; Interpersonal Competence;

Intended for teachers and other professional school personnel concerned with managing and instructing children with learning or behavioral problems, the text presents an instructional method derived primarily from reinforcement theory for the improvement of social and academic skills. Considered in the first chapter are the importance of stressing instructionally relevant behavioral characteristics. Teaching is seen to involve the manipulation of variables such as instructional media and school environments in the second chapter. Directive teaching is described next as consisting of a cyclical process containing four components: assessing, planning, implementing, and evaluating. A long chapter is devoted to the assessment of academic and social behavior with emphasis on criterion measures derived from the curriculum and the establishment of schedules of reinforcement. Considered in the chapter on the planning of instructional strategies are the need to select instructional tasks that result in behavior changes which are measured by terminal criteria. Stressed in the chapter on implementing instructional strategies are direct reinforcement, contingency contracting, associative conditioning, social modeling, the improvement of academic skills through systematic instruction, and the improvement of social behavior through positive reinforcement and social modeling. Evaluation in directive teaching is discussed in the final chapter with emphasis on the determination of the next learning tasks. (DB)

ABSTRACT 2103

EC 08 2103 ED N. A.
Publ. Date 76 264p.
Gore, Elizabeth E.
Child Psychiatry Observed: A Guide for Social Workers.
Pergamon Press Inc., Maxwell House, Fairview Park, Elmsford, NY 10523 ($12.00)

Descriptors: Exceptional Child Education; Emotionally Disturbed;* Textbooks; Psychiatry;* Social Work;* Child Development; Etiology; Clinics; Psychotherapy;* Family Counseling; Residential Programs; Trend Analysis;

Written from the viewpoint of a clinical child psychiatrist, the text provides an overview of child psychiatry based on the author's experience in child guidance and child psychiatric clinics and on teaching contacts with social work students. The 25 chapters are divided into the following seven areas (chapter topics are in parentheses): developmental tasks and hazards, pathological aspects (psychobiological factors, theories of child development, aspects of deprivation, special circumstances, and family factors); the disturbed child as patient (signs and symptoms of disturbance; classification and diagnosis; persistent refusal to attend school; psychoses in childhood; constitutional and organic conditions which effect the child's functioning; developmental, habit, and allied disorders; and psychosomatic problems); the staff and organization of different kinds of clinics (past and present arrangements, first contacts, and the assessment period); treatment of the child as an identified patient (aspects of psychotherapy, play and the therapeutic alliance, termination, and treatment of the individual child--three cases); family therapy (basis for family therapy and family therapy in action); residential placement (needs and provision and the role of the child psychiatrist in treatment); and trends in psychiatry (the future of child psychiatry and new roles for the child psychiatrist). (SB)

ABSTRACT 2077

EC 08 2077 ED N. A.
Publ. Date Sep 76 5p.
Partridge, C. R.
Immature Character Development: A New Look at Etiology and Remediation of Character Disorders in Children.
Clinical Child Psychology; V5 N1 P45-47 Spr 76

Descriptors: Exceptional Child Education; Emotionally Disturbed; Behavior Problems;* Child Rearing;* Behavior Change;* Operant Conditioning; Therapy; Etiology;

Traditional methods of psychological therapy are ineffective with the increasing number of children whose behavior problems stem from home environments which are overly accepting, permissive, and indulgent. Programs of contingency management which include negative intervention, structure, and training have been effective in curbing such disorders of character development and preventing permanent difficulties. (DB)

ABSTRACT 2066

EC 08 2066 ED N. A.
Publ. Date Mar 76 4p.
Marcoux, E. Paul.
Helping Emotionally Disturbed Children Through Creative Dramatics.
Communication Education; V25 N2 P174-177 Mar 76

Descriptors: Exceptional Child Education; Emotionally Disturbed;* Elementary Secondary Education; Dramatics;* Creative Expression;* Teaching Methods;* Program Effectiveness;

A program incorporating creative dramatics with 7-to-16-year-old children with emotional problems has demonstrated that drama can provide needed escape valves while developing important skills and abilities. Children enrolled in a creative dramatics program have shown improvement in ability to concentrate, in verbal skills, and in desire to communicate. Creative dramatics has also been found to encourage effective learning while enhancing a more positive approach to classroom management and to provide opportunities for group participation and cooperation. (SB)

ABSTRACT 2040

EC 08 2040 ED N. A.
Publ. Date May 76 5p.
Kalma, Susan H.
Sex Education Within Biology Classes for Hospitalized Disturbed Adolescents.
Exceptional Children; V42 N8 P451-455 May 1976

Descriptors: Emotionally Disturbed;* Sex Education;* Program Descriptions;* Exceptional Child Education; Adolescents; Institutionalized (Persons); Program Effectiveness; Student Attitudes;

Described as a unit in sex education conducted at a hospital school for emotionally disturbed adolescents. Student reactions are said to have included anxiety, anger, empathy, personalization, openness and rejection. It is explained that the emphasis on factual material and an open discussion of questions minimized anxiety, encouraged learning, and allowed for expression of feelings. (CL)

ABSTRACT 1994

EC 08 1994 ED N. A.
Publ. Date Apr 76 10p.
Martin, Lawrence H.
And Others.
The Uses of Residential Care.
Child Welfare; V60 N4 P269-278 Apr 76

Descriptors: Exceptional Child Services; Emotionally Disturbed;* Delinquency; Residential Programs;* Placement;*

Three examples of successful residential placement for emotionally disturbed and delinquent youth are provided to illustrate the potential therapeutic value of residential care. It is explained that the current trend of seeking community solutions may result in the avoidance or misuse of residential placement. (CL)

ABSTRACT 1984

EC 08 1984 ED N. A.
Publ. Date Apr 76 4p.
Keith, Charles R.
Davis, Lucy T.
Teacher-Counselors as Mental Health Intermediaries.

Journal of School Health; V46 N4 P226-229 Apr 76

Descriptors: Exceptional Child Education; Emotionally Disturbed;* Elementary Education; School Services;* Teacher Role;* Counseling;* Program Descriptions;* Program Effectiveness;

Identifiers: North Carolina (Durham);

Described is an elementary level mental health program in the Durham (North Carolina) Public Schools which utilizes the skills of school-based teacher-counselors who function as intermediaries between the clinic serving the maladjusted student and the school. Topics covered include program development and description; advantages of the elementary counselors as intermediaries (identification with the school system, broad service coverage and flexibility in time and mobility, and cost accountability); problems encountered with the counselor intermediary model (anxiety over role flexibility, excessive acceptance, use of professional time, anxiety concerning supervision, and misperception of the clinic's role in the school setting); and statistical evaluation of program effectiveness. (SB)

ABSTRACT 1957

EC 08 1957 ED N. A.
Publ. Date Apr 76 4p.
Hundert, Joel
And Others.
Increasing Appropriate Classroom Behaviour and Academic Performance by Reinforcing Correct Work Alone.
Psychology in the Schools; V13 N2 P195-200 Apr 76

Descriptors: Exceptional Child Research; Emotionally Disturbed; Behavior Problems;* Elementary Secondary Education; Behavior Change;* Operant Conditioning;* Reinforcement;* Behavior Patterns;* Academic Achievement;* Mathematics;

Examined was the functional relationship between appropriate behavior and academic performance of five disruptive male students (9-12 years old) in a psychiatric hospital school. Ss were assigned arithmetic tasks in daily 20-minute experimental sessions, and performance was measured during conditions of reinforcement for appropriate behavior alone and reinforcement for correct arithmetic work. Data suggested that reinforcing appropriate behavior increased that behavior but resulted in little arithmetic improvement. Reinforcing arithmetic performance increased correct work and also produced a high rate of appropriate behavior. (CL)

ABSTRACT 1956

EC 08 1956 ED N. A.
Publ. Date Apr 76 7p.
Stein, Elisabeth M.
And Others.
A Contingency Management Day Program for Adolescents Excluded From Public School.
Psychology in the Schools; V13 N2 P185-191 Apr 76

Descriptors: Exceptional Child Research; Exceptional Child Education; Emotionally Disturbed;* Adolescents; Program Descriptions;* Academic Achievement; Prevocational Education;* Behavior Change;* Operant Conditioning; Contingency Management;*

A multidisciplinary contingency management educational program provided individualized vocational and academic training to 22 adolescents who had been excluded from public schools because of emotional handicaps. Program results included significant educational gains as well as a low dropout rate. (CL)

ABSTRACT 1954

EC 08 1954 ED N. A.
Publ. Date Apr 76 5p.
Donofrio, Anthony F.
Parent Education vs. Child Psychotherapy.
Psychology in the Schools; V13 N2 P176-180 Apr 76

Descriptors: Exceptional Child Research; Emotionally Disturbed;* Elementary Secondary Education; Followup Studies; Program Effectiveness;* Parent Education;* Mental Health; Intervention;* Psychotherapy;*

Evaluated in a 2-year followup study of 46 children (5-15 years old) referred to a mental health clinic was the effectiveness of a treatment approach emphasizing parent education and environmental manipulation rather than child psychotherapy. Treatment consisted of an average 2.1 family sessions with parents and 1.8 sessions with the children. Results indicated that 80% of the Ss demonstrated sustained improvement at the end of the 2- year period. The majority of the unimproved Ss manifested severe pathology in the child or neurosis in the mother. (CL)

ABSTRACT 1952

EC 08 1952 ED N. A.
Publ. Date Apr 76 8p.
Devine, Vernon T.
Tomlinson, Jerry R.
The "Workclock": An Alternative to Token Economies in the Management of Classroom Behaviors.
Psychology in the Schools; V13 N2 P 63-170 Apr 76

Descriptors: Exceptional Child Education; General Education;* Emotionally Disturbed; Behavior Problems;* Elementary Education; Behavior Change;* Operant Conditioning*; Class Management;* Intervention; Timeout Contingency Management;

Described are procedures for modifying the behavior of an entire class through the use of a "workclock" in which free time is made contingent on the entire class's attending behavior, while nonattending behaviors result in timeout procedures. The second phase of the intervention is explained to return timeout procedures with free time contingent on completion of individual assignments. Results of implementing these procedures in seven third and fourth grade classrooms are cited, and the procedures are said to require less teacher time and provide greater immediacy of effect and ease of fading than token economy measures. (CL)

ABSTRACT 1932

EC 08 1932 ED N. A.
Publ. Date Spr 76 16p.
Stumphauzer, Jerome S.
Modifying Delinquent Behavior: Beginnings and Current Practices.
Adolescence; V11 N41 P13-28 Spr 76

Descriptors: Exceptional Child Education; Emotionally Disturbed; Delinquency;* Historical Reviews; Behavior Change;* Operant Conditioning; Institutions;* Therapy;* Community Role;*

The history of behavior therapy with delinquents is reviewed, and current practices are described. Noted are early case demonstrations, a 1964 symposium, subject-experimenter psychotherapy, and a 1966 demonstration project at the National Training School for Boys. The use of token economies in institutions for delinquents is evaluated. Described are several individual and group techniques for clinic settings including behavioral family therapy and modeling. It is thought that a trend exists toward less institutionalization and traditional clinic behavior therapy. Direct community intervention is seen as the most effective way to modify or prevent delinquent behavior. Several model programs are mentioned. (DB)

ABSTRACT 1900

EC 08 1900 ED N. A.
Publ. Date Mar 76 18p.
Hirsch, Josephine S.
And Others.
A Child Welfare Agency's Program of Service to Children in Their Own Homes.
Child Welfare; V55 N3 P193-204 Mar 76

Descriptors: Exceptional Child Services; Emotionally Disturbed; Behavior Problems;* Program Descriptions;* Intervention;* Family Role;* Behavior Change; Home Instruction;* Social Work;* Social Services;

Described are child welfare services provided to 28 behavior-problem children and their families in their own homes. It is explained that the approach involved a 6-week evaluation period in which the problem and the family's capacity for involvement are assessed; interviews with parents, child, and the child's teacher; the development of short term goals and objectives; and periodic home visiting by the social worker. (CL)

ABSTRACT 1895

EC 08 1895 ED N. A.
Publ. Date Mar 76 7p.
Brown, John L.
The Philosophy and Rationales of The Brownsdale Treatment Process.
Family Involvement; V8 N2 P6-7 Mar 76
Part three

Descriptors: Exceptional Child Education; Emotionally Disturbed;* Program Descriptions;* Program Design;* Therapy;*

Identifiers: Browndale Treatment Process;*

Presented is part three of a three-part article on the philosophy and rationales of the Browndale Treatment Process, a therapeutic program for emotionally disturbed children. Among the eight principles outlined are that children need opportunities for adventure, that all children need to be treated with dignity and respect by others (particularly by the adults and older members of the family), and that the child needs protection from his total environment against his inadequate controls or judgements. (For the other parts of the article, see EC 08 1372 and EC 08 1649.) (SB)

ABSTRACT 1844

EC 08 1844 ED N. A.
Publ. Date Spr 76 5p.
Strain, Phillip S.
Wiegerink, Ronald
The Effects of Sociodramatic Activities on Social Interaction Among Behaviorally Disordered Preschool Children.

Journal of Special Education; V10 N1 P71-75 Spr 1976

Descriptors: Behavior Problems;* Role Playing;* Play;* Interpersonal Competence;* Dramatics;* Exceptional Child Research; Preschool Education; Behavior Change; Social Development;

The effects of teacher-assigned sociodramatic roles and prompted role behavior on the social play of 12 behaviorally disordered preschool children were investigated. Measures of social play were made across baseline, intervention, and return-to-baseline conditions. Results indicated that the presentation of sociodramatic role activities and increased levels of social play were functionally related. Additionally, the behavior change was produced by an antecedent control technique requiring only minor changes in classroom routine and a minimal amount of teacher time. (Author)

ABSTRACT 1801

EC 08 1801 ED N. A.
Publ. Date 76 176p.
Patterson, Roger L., Ed.
Maintaining Effective Token Economies.
Charles C. Thomas, 301 E. Lawrence, Springfield, IL 62717 ($14.50)

Descriptors: Exceptional Child Research; Mentally Handicapped;* Emotionally Disturbed;* Institutionalized (Persons);* Conference Reports; Behavior Change;* Operant Conditioning; Reinforcement; Positive Reinforcement;* Administration; Staff Improvement; Staff Role;*

Identifiers: Token Economies;*

Presented are seven papers originally given at a 1972 symposium on effective token economies with emphasis on retarded or emotionally disturbed institutionalized persons. Noted in the introduction is the symposium's concern with such questions as how staff should be trained and how to design token economy programs. The paper by A. Kazdin titled "Implementing Token Programs--The Use of Staff and Patients for Maximizing Change" concentrates on staff training, procedures to maintain staff performance, and staff and patient roles in operating the token economy. "Training and Maintaining Staff Behaviors in Residential Treatment Programs" by T. McInnis focuses on the integration of methods and ideas of business management and other forms of therapy with the token economy. L. Watson in "Shaping and Maintaining Behavior Modification Skills in Staff Using Contingent Reinforcement Techniques" advocates reorganizing the entire institution towards rehabilitation rather than custodial treatment. Ways that a variety of behavior therapy methods can be applied within individualized token economy systems are explained by R. Patterson in "Individualized Treatment Using Token Economy Methods." Entitled "The Use of a 'Job Board' to Simplify and Standardize a Token Economy," the paper by C. Wallace et al. describes a method for individualizing the assignment of routine ward jobs and the collection of individual performance data. J. Atthowe, in "Movement and Direction Within Token Economies," recounts the evolution of a token economy and an effective shaping continuum. The final paper "The Punch Card Token Economy Program" by J. Foreyt explains a data system to permit greater contingency control and data collection and the importance of administrative cooperation for token economy effectiveness. (DB)

ABSTRACT 1791

EC 08 1791 ED N. A.
Publ. Date Apr 76 8p.
Walker, Hill M.
Hops, Hyman
Increasing Academic Achievement by Reinforcing Direct Academic Performance and/or Facilitative Nonacademic Responses.
Journal of Educational Psychology; V68 N2 P218-225 Apr 76

Descriptors: General Education;* Research Projects; Primary Education;* Behavior Problems;* Academic Achievement;* Behavior Change;* Operant Conditioning; Intervention; Positive Reinforcement;* Reading; Mathematics;

Effects of three intervention procedures were compared in increasing academic achievement and levels of appropriate behavior for 48 primary grade children with relatively low rates of appropriate behavior. Ss were divided into controls (who remained in the regular classroom) and three experimental groups: Group 1 Ss who were reinforced for behaviors facilitative of academic performance (such as compliance); Group 2 Ss who were reinforced for correct academic performance; and Group 3 Ss who were reinforced for both. No significant differences were found among the three types of experimental treatment. However, there was a significant experimental/control group difference, favoring experimentals, for reading achievement, math achievement, and level of appropriate behavior. (Author/LS)

ABSTRACT 1758

EC 08 1758 ED N. A.
Publ. Date Apr 76 4p.
Hawkins, Janet S.
King, Rella R.
Speech Therapy in a Children's Psychiatric Hospital.
Language, Speech, and Hearing Services in Schools; V7 N2 P82-85 Apr 1976

Descriptors: Speech Handicapped;* Emotionally Disturbed;* Institutionalized (Persons);* Speech Therapy;* Program Effectiveness;* Exceptional Child Education; Multiply Handicapped; Residential Programs; Demonstration Projects;

An experimental speech therapy program conducted with five children in a residential facility for emotionally disturbed children was successful in improving the language and articulation of one child, but failed to reduce vocal nodules in the other four children. (LS)

ABSTRACT 1722

EC 08 1722 ED N. A.
Publ. Date Spr 76 20p.
Rowbury, Trudylee G.
And Others.
Interactions Between Teacher Guidance and Contingent Access to Play in Developing Preacademic Skills of Deviant Preschool Children.
Journal of Applied Behavior Analysis; V9 N1 P85-104 Spr 1976

Descriptors: Behavior Problems;* Behavior Change;* Teacher Role;* Academic Achievement;* Exceptional Child Research; Emotionally Disturbed; Preschool Education; Operant Conditioning; Performance Factors; Positive Reinforcement;

Identifiers: Token Economy;*

Two experiments involving seven preschool children with behavior problems were conducted to analyze the function of teacher behavior (guidance) within a token reinforcement system and the interaction of teacher behavior with the difficulty level of the tasks being taught. Token-mediated access to play and snacks was made contingent on completion of academic tasks in the baseline experiment, and this contingency produced stable completion rates that were subsequently doubled, and then tripled, for the first group of four Ss. A reversal design demonstrated that the contingency was functional in maintaining the children's rates of task completion. The guidance experiment examined the role of a social event, teacher guidance, in the acquisition of task-completion skills, in a multiple- baseline-across-tasks design (with reversals). The analysis demonstrated that teacher guidance was an important supplement to the token-mediated contingency in establishing significant increases in task completions for a second group of three Ss. The importance of teacher guidance was related to the difficulty level of the children's tasks. (Author/SB)

ABSTRACT 1719

EC 08 1719 ED N. A.
Publ. Date Spr 76 10p.
Strain, Phillip S.
And Others.
An Experimental Analysis of "Spill-over" Effects on the Social Interaction of Behaviorally Handicapped Preschool Children.
Journal of Applied Behavior Analysis; V9 N1 P31-40 Spr 1976

Descriptors: Behavior Problems;* Behavior Change;* Operant Conditioning;* Peer Groups;* Exceptional Child Research; Emotionally Disturbed; Preschool Education; Social Reinforcement; Prompting; Peer Relationship;

The effects of prompting and social reinforcement directed to three behaviorally handicapped preschool boys (target Ss) on their social behavior and that of seven peers who never received prompting and reinforcement for positive social behavior, were examined. In a combined reversal and multiple baseline design, Ss were sequentially exposed to intervention conditions in order to investigate "spillover" of treatment effects. Prompting and reinforcement increased positive social behavior and decreased negative social behavior emitted by all target Ss. The results also demonstrated a "spillover" effect on two target Ss who at various times were not under intervention, and on the peers as well. The findings suggested that the direct and indirect effects of intervention procedures may be enhanced by designing treatment based on the social repertoire and reinforcement histories of the Ss; and the treatment "spillover" effect may be increased by applying procedures to two children at once, rather than to one at a time. (Author)

ABSTRACT 1656

EC 08 1656 ED N. A.
Publ. Date Mar 76 5p.
Harris, Sandra L.
Romanczyk, Raymond G.
Treating Self-Injurious Behavior of a Retarded Child by Overcorrection.
Behavior Therapy; V7 N2 P235-239 Mar 76

Descriptors: Exceptional Child Research; Emotionally Disturbed; Socially Deviant Behavior;* Rubella;* Case Studies;* Childhood; Behavior Change;* Operant Conditioning;

Identifiers: Self Mutilation;*

Overcorrection procedures applied to chronic self injurious behavior of an 8-year-old rubella syndrome boy produced rapid suppression of self injury. The procedure was implemented at school and at home with control maintained 24 hours a day. The results suggested that overcorrection may be useful in certain cases of self-injurious behavior and is a procedure that can be consistently applied by staff and parents. (Author)

ABSTRACT 1655

EC 08 1655 ED N. A.
Publ. Date Mar 76 8p.
Glogower, Fred.
Sloop, E. Wayne.
Two Strategies of Group Training of Parents as Effective Behavior Modifiers.
Behavior Therapy; V7 N2 P177-184 Mar 76

Descriptors: Exceptional Child Research; Emotionally Disturbed; Behavior Problems;* Parent Education;* Operant Conditioning;* Behavior Change;* Parent Child Relationship;* Program Effectiveness; Grouping (Instructional Purposes);

Two methods of training parents as behavior modifiers were compared, using two groups (a combination group and a specific focus group), each composed of four mothers who had sought assistance for behavioral difficulties with their children (5-13 years old). Parents in both groups attended weekly, 2-hour sessions over a 10-week span. The first four sessions of the combination training group were devoted to teaching parents the principles of behavior modification, while sessions 5 through 10 concentrated on changing target behaviors. The specific focus group dealt solely with target problems during the 10-week program. Combination group mothers were able to deal effectively with a wide range of current behavioral problems. The combination training program also had a considerable impact upon parent-child interactions in play and command settings and upon parents' perceptions of their children as measured by parents' responses to a behavior adjective checklist. Specific focus group mothers demonstrated some improvements on these measures but they were not as marked as those of the combination group mothers. Followup evaluation showed that the improvements initially achieved by the combination group tended to be more stable than those attained by the specific focus mothers. (Author/SB)

ABSTRACT 1649

EC 08 1649 ED N. A.
Publ. Date Feb 76 7p.
Brown, John L.
The Philosophy and Rationales of The Browndale Treatment Process: Part Two.
Family Involvement; V8 N6 P1-7 Feb 76

Descriptors: Exceptional Child Education; Emotionally Disturbed;* Program Descriptions;* Program Design;* Therapy;*

Identifiers: Browndale Treatment Process;*

Presented is part two of a three-part article on the philosophy and rationales of the Browndale treatment process, a therapeutic program for emotionally disturbed children. Among the 11 principles outlined are that the child needs opportunities to learn in an atmosphere of freedom within the home setting, that it is necessary to see that the child has his own possessions that are under his complete control, and that the child must be provided with opportunities to see and experience grief and mourning. (For related information, see EC 08 1372 and EC 08 1895.) (SB)

ABSTRACT 1581

EC 08 1581 ED N. A.
Publ. Date Mar 76 3p.
Haubrich, Paul A.
Shores, Richard.
Attending Behavior and Academic Performance of Emotionally Disturbed Children.
Exceptional Children; V42 N6 P337-339 Mar 1976

Descriptors: Emotionally Disturbed;* Attention Span;* Academic Achievement;* Classroom Design;* Reinforcement;* Exceptional Child Research; Elementary Education; Performance Factors; Behavior Change;

The relationship of attending behavior to academic production was investigated in five elementary-aged children in a residential treatment center for emotionally disturbed children. Attending was controlled by using study cubicles, and contingent reinforcement procedures were used to control academic performance. When cubicle and reinforcement conditions were compared, the reinforcement condition produced significantly higher rates of attending. (Author/SB)

ABSTRACT 1578

EC 08 1578 ED N. A.
Publ. Date Mar 76 6p.
Garner, Howard G.
A Truce in the "War for the Child."
Exceptional Children; V42 N6 P315-320 Mar 1976

Descriptors: Emotionally Disturbed;* Behavior Problems;* Needs Assessment;* Behavior Change;* Psychotherapy;* Exceptional Child Education; Operant Conditioning; Intervention;

The war for the emotionally disturbed or behavior disordered child has been waged by the proponents of behavior modification and feeling oriented therapy. The complex needs of these children require professionals to call a truce in this war and to seek ways of combining behavior modification and psychodynamic interventions. Examples of this blending of approaches indicate that the children served by only one treatment modality are being denied the comprehensive treatment they need. Moving beyond the truce will require increased sharing and cooperation between programs, continued research, eclectic training for professionals, and the inclusion of other interventions into a comprehensive treatment program. (Author/SB)

ABSTRACT 1520

EC 08 1520 ED N. A.
Publ. Date 76 70p.
Baker, Bruce L.
And Others.
Behavior Problems: Steps to Independence; A Skills Training Series for Children with Special Needs.
Research Press, 2612 N. Mattis, Champaign, IL 61820 ($4.95; Four Manuals and Training Guide, $17.95)

Descriptors: Exceptional Child Education; Emotionally Disturbed; Behavior Problems*; Guidelines*; Behavior Change*; Operant Conditioning*; Case

Studies; Parent Role*; Discipline; Teaching Methods;

Identifiers: Parent Materials*;

Intended for parents, the manual provides a general approach for changing a child's problem behaviors. In Chapter 1 on identifying a behavior problem, three types of behavior (those which interfere with learning, with skills already learned, and those which are disruptive to the family or harmful to the child) are discussed, and the context in which behavior takes place is diagramed. Stressed in chapter 2 are the importance of specifying the behavior to be changed and keeping records. Examined in chapter 3 are the antecedents and consequences which maintain a problem behavior and ways to change them (such as time out and removing the reward). The final chapter focuses on behaviors (which include self stimulation and fearful behavior) for which the consequences are not immediately clear. Examples and case studies are provided throughout the text which illustrate the behavior modification approach. Also included is a behavior chart for recording observations of behavior over a 5- week period. (For other documents in this series, see EC 08 1517- 19, and 08 1521.) (SB)

ABSTRACT 1511

EC 08 1511 ED N. A.
Publ. Date 74 174p.
Rickard, Henry C., Ed.
Dinoff, Michael, Ed.
Behavior Modification in Children: Case Studies and Illustrations from a Summer Camp.
University of Alabama Press, Drawer 2877, University, AL 35486 ($6.75)

Descriptors: Exceptional Child Education; Exceptional Child Research; Emotionally Disturbed*; Elementary Secondary Education; Behavior Change*; Operant Conditioning*; Case Studies*; Summer Programs*; Camping*; Self Control*; Educational Programs*; Program Descriptions; Self Care Skills; Interpersonal Competence; Remedial Instruction;

Identifiers: Token Economy;

The behavior modification procedures used at a therapeutic camping program for emotionally disturbed children (7-14 years old) are described in 17 papers edited by founders and co- directors of the program. The book comprises three sections--case studies in behavior modification at the camp, self control techniques used in the program, and studies conducted in the camp classroom. Each is introduced by a brief overview and a review of related research. Included are papers on the following topics: control of undesirable social behavior, shaping adaptive behavior, reduction of soiling behavior, effects of token reinforcement, contingency management of toothbrushing behavior, control of cleanup behavior, systematic control of orderliness behavior, development of self control in children, group problem-solving, learning the relationship between privileges and responsibilities, weight reduction through successive contracts, development of problem solving attitudes, control of rebellious behavior through successive contracts, behavioral approaches to classroom management and remedial instruction, a remedial program in a camp setting, effects of contingent and noncontingent token reinforcement upon classroom performance, and contingent token reinforcement in an educational program. It is concluded from the case illustrations and studies presented that the behavior modification approach in a camp environment proved to be effective in shaping and maintaining desirable behavior patterns; that self control techniques could be developed, tested, and routinely utilized in a complex environment; and that through individually tailored remedial education programs impressive academic gains could be accomplished. (SB)

ABSTRACT 1466

EC 08 1466 ED N. A.
Publ. Date Jan 76 2p.
Mark Twain School.
Focus on Exceptional Children; V7 N8 P11-12 Jan 76
The material describing Mark Twain School has been excerpted with permission from documents written by William Porter, Steve Checkon, and Elaine Lessenco.

Descriptors: Exceptional Child Education; Emotionally Disturbed*; Learning Difficulties*; Elementary Secondary Education; Program Descriptions*; Teaching Methods; Curriculum;

Identifiers: Mark Twain School;

The Mark Twain School (Maryland) is designed to provide a short term educational program for students (9-19 years old) having serious difficulties with academic tasks, human relationships, and self organization. To promote positive change, an individualized and personalized task oriented curriculum is offered which includes continuous diagnostic/prescriptive teaching. Other aspects of the program include teacher/advisors for each student, a wide variety of art and aesthetic experiences, and an instructional resources center offering intensive curriculum help to both students and teachers. (SB)

ABSTRACT 1410

EC 08 1410 ED 117 918
Publ. Date Nov 73 12p.
Boxwill, Frank E.
The Troubled Youngster in the Classroom.
Bleuler Psychotherapy Center, Inc., Jamaica, New York
EDRS mf,hc
Chapter 1

Descriptors: Emotionally Disturbed*; Behavior Change*; Teacher Role*; Exceptional Child Education; Behavior Problems; Social Adjustment; Class Management;

The author discusses troubled or "emotionally charged" children in terms of causes of maladaptive behavior and techniques which teachers can use to modify student behaviors positively. Characteristics of the troubled youngster, such as social immaturity, are pointed out. Outlined are six methods for promoting social adaptation and academic achievement including fostering warmth in the classroom and providing opportunities for tension reduction. (For chapter 2, see EC 08 1411.) (LS)

ABSTRACT 1383

EC 08 1383 ED N. A.
Publ. Date 75 15p.
Cohen, Felice W.
Introducing Art Therapy Into a School System: Some Problems.
Art Psychotherapy; V2 N2 P121-135 75

Descriptors: Exceptional Child Education; Emotionally Disturbed*; Childhood; Art*; Therapy*; Program Development*; Program Effectiveness*; Case Studies; Therapists; Instructional Staff; Role Perception; Identification;

Identifiers: Art Therapy*;

Described is a project to determine the effectiveness of art therapy as a screening and diagnostic instrument for emotionally disturbed children in the regular school situation. Problems encountered in the program are reported to include the lack of a job description or rating for the art therapist and inappropriate student referrals. Drawings from sessions with the faculty and children in art therapy are also presented with background information. Among conclusions was that information from art therapy sessions helped school specialists better prescribe and individualize methods and instruction for the teachers of the children. (SB)

ABSTRACT 1360

EC 08 1360 ED N. A.
Publ. Date Dec 75 3p.
Chalk, John.
Sanctuary Units in Primary Schools.
Special Education/Forward Trends; V2 N4 P18-20 Dec 1975

Descriptors: Emotionally Disturbed*; Behavior Problems*; Special Classes*; Program Descriptions*; Exceptional Child Education; Preschool Education; Elementary Secondary Education; Program Development; Program Evaluation;

Identifiers: Sanctuary Units*;

Described is the program of special sanctuary-type classes for removing disturbed and disturbing students (in nursery through secondary school) from the regular classroom. Reported on are such areas as development of sanctuary units, units in infant schools and junior schools, benefits of the units, evaluation of the units, and some aims and objectives. It is concluded that the units have proved their value and deserve consideration by schools planning additions to their support services. (SB)

ABSTRACT 1358

EC 08 1358 ED N. A.
Publ. Date Dec 75 2p.
Rosenberg, Harry.
Children as Psychologists?
Special Education/Forward Trends; V2 N4 P8-9 Dec 1975

Descriptors: Emotionally Disturbed*; Behavior Change*; Student Participation*; Peer Relationship*; Program Effectiveness*; Exceptional Child Research; Junior High Schools; Follow-up Studies; Social Adjustment;

A program has been developed which teaches behavior principles to junior high school students enrolled in special classes for the emotionally disturbed. Since the children were constantly being harassed by their peers, program participants were taught ways to change their targets' behavior by walking away when being teased and ignoring provocative remarks. The effectiveness of the initial program, which included six children and lasted nine weeks, was supported by the increase of positive friendly contacts with peers. Followup studies showed that the initial children, after graduation from high school, still felt that the techniques were helpful. (SB)

ABSTRACT 1276

EC 08 1276 ED N. A.
Publ. Date Sep 75 5p.
Furr, Karl.
Home Instruction as an Alternative Treatment for Children with Behavioral or Emotional Problems.
Canada's Mental Health; V23 N3 P7-11 Sep 75

Descriptors: Exceptional Child Research; Emotionally Disturbed; Behavior Problems*; Elementary Secondary Education; Home Instruction*; Program Effectiveness*; Educational Alternatives*; Behavior Change; Academic Achievement; Placement; Follow-up Studies;

One hundred and thirty-two students (6-16 years old) discharged from a home instruction program were involved in a followup study to determine the program's effectiveness as an alternative to either "babysitting" or exclusion from school. Program effectiveness was evaluated in such terms as reduction in disturbance and danger to others, academic progress, and final placement. Results showed that Ss made significant academic gains in spite of markedly reduced hours of instruction, that Ss made behavioral gains, and that most Ss were either returned to regular school programs or suitably placed in residential treatment centers in only 4-6 months' time. (SB)

ABSTRACT 1275

EC 08 1275 ED N. A.
Publ. Date Sep 75 5p.
Finlay, Doug.
Randall, Dave.
Treating the "Untreatable" Adolescent.
Canada's Mental Health; V23 N3 P3-7 Sep 75

Descriptors: Exceptional Child Education; Exceptional Child Services; Emotionally Disturbed*; Adolescents*; Psychological Services*; Program Descriptions*; Needs Assessment*; Clinical Diagnosis; Psychotherapy; Interpersonal Relationship; Normalization (Handicapped); Program Effectiveness;

Outlined is a service system for meeting the treatment needs of severely disturbed children (11-17 years old). The problems with current treatment centers are discussed and brief cases are presented to illustrate unmet needs discovered in a survey of 150 cases in Ontario, Canada. The new treatment model is noted to incorporate four phases: short term residential assessment; short or long term treatment in a closed setting; a flexible period during which relationships with staff and other children would be developed; and city life reintegration. Also pointed out are the advantages which the new system provides. (SB)

ABSTRACT 1273

EC 08 1273 ED N. A.
Publ. Date Mar 75 2p.
von Baeyer, Carl.
Effectiveness of Volunteer Adult Companions in Helping School Children with Adjustment Problems.
Canada's Mental Health; V23 N1 P6-7 Mar 75

Descriptors: Exceptional Child Research; Learning Disabilities*; Emotionally Disturbed*; Elementary Education, Interpersonal Relationship*; Volunteers*; Program Effectiveness; Behavior Change*;

Eighteen behaviorally or academically maladjusted children (8-12 years old) were paired with 18 volunteers as part of a school based companionship program. Results showed that classroom behavior and peer relationships of Ss were no more improved than those of controls not involved in the program. Findings suggested that careful screening is important as a first step in setting up companionships. (SB)

ABSTRACT 1271

EC 08 1271 ED N. A.
Publ. Date Dec 74 2p.
Fine, Stuart.
A High Proportion of Maladjusted Preschool Children in a Group of Normal Preschoolers: Results and Implications.
Canada's Mental Health; V22 N4 P3-4 Dec 74

Descriptors: Exceptional Child Education; Handicapped Children*; Emotionally Disturbed*; Preschool Education*; Peer Groups*; Behavior Change*; Program Descriptions; Program Effectiveness; Literature Reviews; Regular Class Placement;

Literature about the effect of the peer group on the disturbed and handicapped preschooler is reviewed and a hospital program is described. Effects of the program are noted to include that of the 50 disturbed and handicapped children involved in treatment, 23 children went to community nursery schools or regular classes in the public school system; that teachers could observe normal growth and development in the maladapted children; and that there were supportive discussions between parents of normal and parents of handicapped children in the program. (SB)

ABSTRACT 1246

EC 08 1246 ED N. A.
Publ. Date Feb 76 23p.
Ratusnik, Carol Melnick.
Ratusnik, David L.
A Therapeutic Milieu for Establishing and Expanding Communicative Behaviors in Psychotic Children.
Journal of Speech and Hearing Disorders; V41 N1 P70-92 Feb 1976

Descriptors: Psychosis*; Expressive Language*; Receptive Language*; Program Effectiveness*; Therapeutic Environment*; Exceptional Child Research; Emotionally Disturbed; Early Childhood Education; Intervention; Language Development;

A clinical intervention program was used to facilitate development of receptive and expressive language skills in a group of four psychotic children (5-7 years old). A group format utilizing an interactive language development teaching procedure combined with a therapeutic milieu was shown to be effective in establishing and expanding communicative behaviors in psychotic children. Nine diagnostic measures were utilized to assess children's performance prior to therapy and at the end of 3-month and 6-month intervals. Results indicated substantial reduction of delayed and immediate echolalia, jargon, inappropriate stress, pitch, and intonation. Substantial improvement was noted in expressive syntactic and morphological functioning and in the children's ability to generate novel utterances about day-to-day experiences, family, and toys. Increases in children's concept of body image and ego functioning paralleled their improvement in receptive and expressive language development. (Author)

ABSTRACT 1227

EC 08 1227 ED N. A.
Publ. Date 76 596p.
Clarizio, Harvey F.
McCoy, George F.
Behavior Disorders in Children. Second Edition.
Thomas Y. Crowell Co., Inc., 666 Fifth Ave., New York, NY 10019

Descriptors: Exceptional Child Education; Emotionally Disturbed*; Behavior Problems*; Etiology*; Clinical Diagnosis*; Intervention*; Prevention*; Psychotherapy; Personality Problems*; Learning Disabilities*; Mentally Handicapped*; Culturally Disadvantaged*; Delinquency*; Psychosis*; Case Studies; Definitions; Incidence; Textbooks;

The textbook on behavior disorders in children and adolescents is noted to examine biological and social contributions to deviant behavior while focusing primarily on psychological factors. The book is divided into three major areas: developmental and diagnostic considerations, behavior disorders in children, and intervention and prevention strategies. In Part I, issues associated with normal development (along with possible outcomes), the concept of diagnosis and its current role in childhood disturbances, and the incidence of and factors leading to emotional disturbance in youth are

discussed. Described in Part II are the characteristics, definitions, etiology, incidence, and various treatment programs of six types of disorders: childhood compulsive, obsessive, and phobic reactions; learning disabilities; mental subnormality; the culturally different; juvenile delinquency, and child psychoses. The final section contains a summary of the major approaches to therapy in terms of psychotherapy (such as play therapy and family therapy) behavior modification approaches, community- setting intervention, and classroom management. The concluding chapter of the book is on preventive measures. Also included are illustrative case studies, a table summarizing studies of general maladjustment of children in grades K-12, and a glossary. (For the first edition, see EC 03 0933.) (SB)

ABSTRACT 1211

EC 08 1211 ED 117893
Publ. Date 75 13p.
Harris, Alice.
Problems of Quality Control in the Use of Behavior Change Techniques in Public School Settings.
EDRS mf;hc

Descriptors: Behavior Problems*; Higher Education*; Behavior Change*; Operant Conditioning*; Program Descriptions*; Exceptional Child Education; Emotionally Disturbed; Intervention; Teacher Education; Practicums; Program Evaluation; Guidelines; Public Schools;

A program was designed to train college students in the use of behavior modification procedures with problem children in the classroom. Through application of social learning theory principles and operant conditioning, program trainees learned to reduce the inappropriate behavior of problem children in class, to prevent small difficulties from becoming future problems, and to maintain optimal levels of academic and social behavior. The training program consisted of four phases: pre-intervention training in observation and data collection, pre-intervention training in classroom contingency management, intervention strategy training, and implementation training. Problems encountered during the pre- intervention phase (such as students "freezing" when being videotaped during role-playing practices) were usually resolved while the program was being conducted on the college campus. The majority of problems took place in the public school setting and generally stemmed from a reciprocal view of incompetency existing between classroom teachers and college students. To deal with problems, a set of guidelines was developed which related to the baseline data collection phase, the intervention/teaching phase, and the relationship between participating students and the school setting. Appended is a list of errors commonly made by poorly trained teachers attempting to carry out behavior modification programs. (SB)

ABSTRACT 1078

EC 08 1078 ED N. A.
Publ. Date Jan 76 5p.
Webster, Raymond E.
A Time-Out Procedure in a Public School Setting.
Psychology in the Schools; V13 N1 P72-76 Jan 76

Descriptors: Exceptional Child Research; Emotionally Disturbed; Socially Deviant Behavior*; Adolescents; Aggression*; Timeout*; Behavior Change*; Public Schools;

In a public school setting, timeout (TO) was used as the primary therapeutic intervention with a 13-year-old boy referred for violent acting-out behavior. Specific physically assaultive behaviors to be changed were recorded prior to, during, and following a 10-week TO treatment period in which the S was sent out of the class to a room with only a desk and a chair each time one of the identified behaviors occurred. Total extinction of the listed behaviors occurred after the seventh week of TO treatment and only three incidents of the specified behaviors occurred during an 8-week followup. (SB)

ABSTRACT 1025

EC 08 1025 ED N. A.
Publ. Date Jan 76 5p.
Holland, Cornelius J.
Directive Parental Counseling: The Parents' Manual.
Behavior Therapy; V7 N1 P123-127 Jan 76

Descriptors: Exceptional Child Education; Emotionally Disturbed; Behavior Problems*; Early Childhood; Childhood; Parent Education*; Behavior Change*; Intervention*; Guidelines*; Group Therapy; Counseling;

Identifiers: Parent Materials*;

A 30-point manual to train parents as agents of intervention for remediating the problems of their children was developed to allow a counselor in a group setting to gather systematically the information necessary to bring about behavior change, and to teach the parents to make the necessary interventions. (Author)

ABSTRACT 1024

EC 08 1024 ED N. A.
Publ. Date Jan 76 13p.
Walker, Hill M.
And Others.
Deviant Classroom Behavior as a Function of Combinations of Social and Token Reinforcement and Cost Contingency.
Behavior Therapy; V7 N1 P76-88 Jan 76

Descriptors: Exceptional Child Research; Emotionally Disturbed; Behavior Problems*; Elementary Education; Behavior Change*; Classroom Environment; Operant Conditioning*; Social Influences; Program Effectiveness*;

Identifiers: Token Economy;

Two experiments involving 10 elementary school students with behavior problems were conducted to evaluate a series of program variables in modifying deviant classroom behavior within an experimental class setting. Experiment I analyzed the relative effectiveness of various combinations of change in setting, social reinforcement, token reinforcement, and cost contingency in modifying the behavior of 5 Ss. Experiment II replicated the treatment procedures on a second group of Ss and evaluated combined effects of the variables over an extended period. Findings suggested that a treatment model consisting of change in setting, social reinforcement, tokens, and cost contingency is effective in modifying deviant classroom behavior. (Author/SB)

ABSTRACT 923

EC 08 0923 ED N. A.
Publ. Date Jan 76 7p.
Carpenter, James C.
Change in a Schizophrenic Adolescent as a Result of a Series of Rage-Reduction Treatments.
Journal of Nervous and Mental Disease; V162 N1 P58-64 Jan 76

Descriptors: Exceptional Child Research; Emotionally Disturbed; Schizophrenia*; Adolescents*; Behavior Change*; Psychotherapy*; Affective Behavior*; Program Effectiveness;

Identifiers: Rage Reduction Therapy*;

Rage reduction therapy was used with a 15-year-old schizophrenic girl to determine its effects over a series of treatments in a broad range of behaviors. The treatment consisted of six weekly sessions which involved physically handling the child to confront and work through her rage and motor resistance. Rating forms assessing seven dimensions of behavior (such as eye contact, speech quality, and interactions with adults) were completed prior to, during, and after treatment. Results indicated that rage reduction was an effective mode of treatment in the promotion of normal behavior in an adolescent schizophrenic. (SB)

ABSTRACT 770

EC 08 0770 ED 116389
Publ. Date 74 34p.
Emotionally Disturbed Programs.
Merrill Area Public Schools, Wisconsin.
EDRS mf;hc

Descriptors: Emotionally Disturbed*; Behavior Problems*; Program Planning*; Exceptional Child Education; Elementary Secondary Education; Educational Philosophy; Definitions; State Legislation; Student Placement; Referral; Program Design; Instructional Staff;

Identifiers: Wisconsin*;

Described is the Merrill Area (Wisconsin) Public Schools plan to develop and provide the necessary program and classes to meet the needs of behaviorally and emotionally disturbed students. Brief sections cover the following topics: program philosophy (provision of adequate education to each child); definition of the emotionally or behaviorally handicapped child (illustrative behavior patterns); program need (estimation of students needing services); legal basis for the program and services (the state law stating policy for the education of handicapped children); referral/placement procedures (a reference source for procedure guidelines); placement eligibility criteria (an outline of behavioral or emo-

tional characteristics of children referred for service); program goals (an outline of administrative and instructional goals); program organization (structure of the self-contained/integrated classroom and the resource room); instructional program (the school day, curriculum, and return to regular program); the multidisciplinary team (school psychologist, building principals, and special education and regular classroom teachers); placement procedure (steps for administrators to follow); pupil progress report policy (parent conferences, written reports, and annual student evaluations); and faculty orientation (teacher education to gain better understanding of behaviorally and emotionally disabled students). (SB)

ABSTRACT 750

EC 08 0750 ED 116379
Publ. Date Dec 75 38p.
Mazzullo, Mariann C.
Greenberg, Judy I.
Observational Learning: A Behavioral Approach for Use in the Classroom.
Mamaroneck Union Free School District 1, N. Y.
EDRS mf;hc

Descriptors: Emotionally Disturbed*; Behavior Change*; Models*; Learning*; Student Evaluation*; Exceptional Child Education; Handicapped Children; Intermediate Grades; Operant Conditioning; Positive Reinforcement; Program Descriptions; Imitation; Observation;

Identifiers: Token Economy;

A program for modifying classroom behavior of emotionally disturbed and other children (in grades 3 through 7) based on modeling is described, and specific behaviors and evaluation items for the program are provided along with their rationale. Research is reviewed in Part I and topics are covered such as the three effects of modeling (acquisition of a novel response, inhibition or activation of an already learned behavior, and stimulation of an observed behavior); four processes involved in observation learning (attentional, retention, motor reproduction, and incentive and motivational processes); the use of a token economy; and pre-entry skills necessary to participate in modeling behaviors (auditory acuity, visual acuity, and ability to decode English words into appropriate syntax and literal meaning). For each behavior specified in Part II, information is usually given on what the child is observing, the level of development involved in the activity, and examiner observations used to evaluate the behavior. (SB)

ABSTRACT 738

EC 08 0738 ED N. A.
Publ. Date Dec 75 9p.
Haaken, Janice Kay.
Davis, Frederick B.
Group Therapy with Latency-Age Psychotic Children.
Child Welfare; V54 N10 P703-711 Dec 75

Descriptors: Exceptional Child Education; Emotionally Disturbed; Psychosis*; Childhood; Group Therapy*; Peer Relationship*; Verbal Communication*; Self Expression*; Counselor Role*; Intervention; Role Playing; Self Control; Problem Solving;

Latency-age psychotic children participated in a therapy group that, rather than using a structured activity group model, emphasized verbalization, expression of feelings, and interaction, and produced improvement in behavior control and group cohesiveness. The goals of the 9-month therapy program were to increase awareness of one's effect on others; to try out new roles and behaviors; to learn to have nurturance needs met by asking; to experience impulses while learning impulse control; to change fragmented, chaotic activity to integrated, coherent communication; to learn to solve problems; and to decrease the sense of isolation and alienation. Principles used by the therapists included sensing the group's mood of the day and facilitating its expression, and shifting the degree of therapeutic intervention according to the group's and the therapists' anxiety level. (SB)

ABSTRACT 737

EC 08 0737 ED N. A.
Publ. Date Dec 75 11p.
Millman, Howard L.
Schaefer, Charles E.
Behavioral Change: Program Evaluation and Staff Feedback.
Child Welfare; V54 N10 P692-702 Dec 75

Descriptors: Exceptional Child Research; Emotionally Disturbed; Behavior Problems*; Residential Programs*; Elementary Education; Behavior Change*; Program Evaluation*; Student Evaluation*; Rating Scales; Feedback*; Peer Groups; Statistical Data;

Behavioral change was assessed in 8- to 14-year-old behaviorally disordered boys in residential treatment, and a systematic evaluation method was devised which gives feedback to staff and provides assessment of program effect and improvement of services. Four child care counselors completed the Devereux Child Behavior Rating Scale for all boys in a cottage while a teacher and a teacher's assistant completed the Devereux Elementary School Behavior Rating Scale for all boys in a classroom. From periodic collection of ratings, summary sheets were developed which provided staff and administration with information on a particular boy's current behavior, 6-month changes, or his behavior in comparison with classroom and cottage peers. Tables showing group changes over extended periods showed program strengths and weaknesses and alerted the staff as to what areas of the program needed improvement. (SB)

ABSTRACT 691

EC 08 0691 ED 116371
Publ. Date 75 22p.
Trupin, Eric W.
And Others.
Parents Do More When They Know More: An Intervention Model.
EDRS mf;hc

Descriptors: Behavior Problems*; Learning Disabilities*; Student Evaluation*; Parent Education*; Intervention*; Exceptional Child Research; Emotionally Disturbed; Elementary Education; Neurology; Psychology; Remedial Programs; Behavior Change; Operant Conditioning; Models;

Identifiers: Neuropsychology;

Seventy-five children (mean age 7.3 years) were referred for evaluation of learning or behavioral deficits. Each child was administered the Reitan Indiana Neuropsychological Test Battery or the Halstead Neuropsychological Test Battery for Children, depending upon age. Intellectual, academic, developmental, and social assessments were performed. Parents of the children were provided training in curricula and strategies designed to intervene and remediate in areas of assessed disabilities. The parents were taught behavior management principles and kept records as to their participation. Home visits by the investigators were made on a regular basis. Children were reevaluated on all instruments at the end of a 12-month period. Data derived from this study will provide information as to the effect of intervention programs on neuropsychological functioning. (Author)

ABSTRACT 625

EC 08 0625 ED N. A.
Publ. Date Win 75 18p.
Gordon, Betty N.
Dogan, Kate L.
A Mother Instruction Program: Behavior Changes with and Without Therapeutic Intervention.
Child Psychiatry and Human Development; V6 N2 P89-106 Win 75

Descriptors: Exceptional Child Research; Emotionally Disturbed; Behavior Problems*; Early Childhood; Childhood; Behavior Change*; Intervention*; Parent Education*; Mothers*; Parent Child Relationship;

Mother-child behavior changes over therapeutic intervention and no-contact periods were compared in 30 children (2-10 years old) and their mothers who had sought advice regarding the child's behavior. Fifteen dyads had 8 weeks of instruction followed by no contact; 15 dyads followed a reversed schedule. Overall change was about the same in both groups, and both changed more during instruction than during no-contact periods. Mothers receiving immediate instruction showed greater and more systematic immediate changes following instruction. Children in the group with later followup exhibited a greater proportion of behavior change during the no-contact period than during instruction. (Author/SB)

ABSTRACT 618

EC 08 0618 ED N. A.
Publ. Date Sum 75 17p.
Steele, Anita Louise.
Three Year Study of a Music Therapy Program in a Residential Treatment Center.
Journal of Music Therapy; V12 N2 P67-83 Sum 75

Descriptors: Exceptional Child Research; Emotionally Disturbed; Behavior Problems*; Childhood; Adolescents; Music*; Therapy*; Residential Programs*; Success Factors*; Program Descriptions; Therapists; Student Teacher Relationship; Nonverbal Communication; Class Management;

Identifiers: Music Therapy*;

A 3-year study was conducted to investigate the elements contributing to the success of a music therapy program in a comprehensive residential treatment center for preteen and adolescent, behaviorally deviant children. To obtain data related to the structure of the program, the music therapist kept a daily record (over 5 months) of each contact with other staff members and unscheduled contacts with students; and two trained observers recorded interactions between the music therapist and students to obtain data related to response patterns. Among findings relating to the program's structure were that the therapist communicated most frequently with staff members having close, daily contact with students; that conferences centered primarily around students' general behavior and therapy plans; and that stage performances involving many children produced the most dramatic increases in unscheduled student approaches. Findings on therapist-student interactions included that the therapist responded with a high degree of consistency; that the therapist used nonverbal (primarily eye contact) more frequently than verbal responses to control and reinforce behavior; and that in group and individual sessions, a high percentage of student responses were appropriate to the setting. (SB)

ABSTRACT 549

EC 08 0549 ED N. A.
Publ. Date Dec 75 5p.
O'Brien, Bernard A.
Lewis, Mel
A Community Adolescent Self-Help Center.
Personnel and Guidance Journal; V54 N4 P212-216 Dec 75

Descriptors: Exceptional Child Services; Emotionally Disturbed*; Drug Abuse; Delinquency; Program Descriptions*; Community Role*; Cooperative Programs; Adolescents;

Described is a self help center for disturbed, drug abusing, delinquent, and homeless adolescents. Focused on are the value of adolescents helping each other, the role of adult staff members, and cooperation with various community agencies. (DB)

ABSTRACT 533

EC 08 0533 ED N. A.
Publ. Date Dec 75 5p.
Moran, Michael J.
And Others
The Resource Family: Helping Emotionally Disturbed Children in Residential Treatment.
Children Today; V4 N6 P26-29, 35 Dec 75

Descriptors: Exceptional Child Education; Emotionally Disturbed*; Residential Programs*; Institutionalized (Persons)*; Family (Sociological Unit)*; Case Studies; Interpersonal Relationship*;

Identifiers: Resource Family*;

The use of a resource family with emotionally disturbed children in residential treatment is discussed as a means of overcoming feelings of abandonment, lack of identity, and loneliness caused by desertion or erratic visits on the part of the natural parents. Factors in recruiting a family and developing a visitation schedule are described, and a sample case is presented to illustrate both success and failure experiences with the use of a resource family. (SB)

ABSTRACT 515

EC 08 0515 ED N. A.
Publ. Date Nov 75 21p.
Virshup, Evelyn
Latency-Group Art Therapy: Teaching Socialization Skills Through Art.
Child Welfare; V54 N9 P624-644 Nov 75

Descriptors: Exceptional Child Research; Emotionally Disturbed*; Childhood; Psychotherapy*; Behavior Change*; Group Therapy*; Residential Programs*; Peer Relationship; Communication Skills;

Identifiers: Art Therapy*;

An art therapy experiment involving six emotionally disturbed boys (10 years old) was conducted at a residential treatment center. By organizing the boys into pairs, groups, and finally a whole, an ability to listen to others and to express themselves was developed. After the 10 weekly drawing sessions in which conflicts and life styles were expressed, the boys displayed marked improvement in their peer relationships and socialization skills. Improvement demonstrated the cooperative effect of combining art and group therapy interaction in a residential treatment center. (SB)

ABSTRACT 509

EC 08 0509 ED N. A.
Publ. Date Dec 75 6p.
Aaron, Robert L.
And Others
A Language Arts Program for Disturbed Adolescents.
Journal of Reading; V19 N3 P208-213 Dec 75

Descriptors: Exceptional Child Research; Emotionally Disturbed*; Behavior Problems*; Delinquency*; Adolescents; Computors; Individualized Instruction*; Language Arts*; Self Control*; Academic Achievement; Reading; Student Attitudes;

A study involving 125 behaviorally disordered, delinquent adolescents was conducted to demonstrate the effectiveness of a computer managed, individually prescribed learning program of reading achievement. In the experimental program, the students planned their own study programs, and each student was provided feedback on factors relevant to his performance. Compared to controls in a traditional basal reader program, experimental Ss engaged in more reading, were more positive about their school work, and had significantly higher gains on reading and problem-solving scores. (SB)

ABSTRACT 503

EC 08 0503 ED N. A.
Publ. Date Dec 75 22p.
Jesness, Carl F.
Comparative Effectiveness of Behavior Modification and Transactional Analysis Programs for Delinquents.
Journal of Consulting and Clinical Psychology; V43 N6 P758-779 Dec 75

Descriptors: Exceptional Child Research; Emotionally Disturbed; Delinquency*; Adolescents*; Institutionalized (Persons); Behavior Change*; Operant Conditioning*; Psychotherapy*; Program Effectiveness*;

Identifiers: Transactional Analysis*;

The Youth Center Research Project studied the effectiveness of two different treatment programs with 983 adjudicated delinquents assigned by random procedures to two institutions, one of whose programs was based on transactional analysis and the other on the principles of behavior modification. The results suggested that institutions can be run so that most residents change for the better. Improvement on psychological measures favored the transactional analysis program; the behavior ratings slightly favored the behavioral program. Parole followup showed no differences in the revocation rates of the two programs, but Ss from both were doing significantly better than comparison groups of the same age assigned to other institutions. (Author)

ABSTRACT 482

EC 08 0482 ED 115 036
Publ. Date 75 24p.
Alwes, Don.
And Others
Re-Ed School of Kentucky.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS mf;hc

Descriptors: Emotionally Disturbed*; Elementary Education*; Behavior Change*; Program Descriptions*; Exceptional Child Education; Residential Schools; Operant Conditioning; Facilities; Class Activities; Instructional Staff; Educational Programs; Parent Counseling; Cost Effectiveness; Program Evaluation;

Identifiers: Parent Materials*;

Described is a Re-Ed (re-education) program for treating emotionally disturbed children (ages 6 through 12 years). The residential behavior modification program is discussed in terms of facilities (physical environment, length of program, and admission criteria), activities (such as field trips, yoga, and special education classes), staff and training (including ancillary services in the form of workshops, parent counseling groups, practi-

cum or internship training, staff meetings, and demonstration programs), parent counseling (which includes effectiveness training and weekly sessions with the children's teachers), and costs (which depend on the area in which the facility is established). Brief sections are included on program evaluation and replication. A parent handbook relating to the Re-Ed program constitutes the remaining half of the text and covers topics such as accreditation, placement, and behavior diaries in question-answer form. (A parent handbook is included.) (SB)

ABSTRACT 440

EC 08 0446 ED N. A.
Publ. Date 73 128p.
Wethered, Audrey.
Movement and Drama in Therapy: The Therapeutic Use of Movement, Drama and Music.
Plays, Inc., 8 Arlington St., Boston, MA 02116 ($8.95)

Descriptors: Exceptional Child Education; Emotionally Disturbed*; Therapy*; Dramatics*; Music; Physical Activities*;

Identifiers: Music Therapy*;

The book explores the role of body movement, drama, and music in treatment programs for emotionally disturbed persons. Basic principles of movement are discussed and the practical uses of movement activities, drama, and music are explored. The author describes her own experiences in working with patients and provides specific activity ideas that she has used. Illustrations supplement the discussion. (Author)

ABSTRACT 430

EC 08 0430 ED N. A.
Publ. Date Fall75 2p.
Bottinelli, Susan Brown.
Establishment of an Outpatient Psychology Screening Clinic: Preliminary Considerations.
Journal of Clinical Child Psychology; V4 N3 P30-31 Fall 75

Descriptors: Exceptional Child Education; Emotionally Disturbed*; Psychological Services*; Clinics*; Family (Sociological Unit)*; Program Development*;

Goals and considerations are discussed for developing an outpatient psychology screening clinic for emotionally disturbed children and their families. A recently established clinic is noted to provide service, teaching, and research programs geared toward responding effectively to the psychological needs of children, their parents, and families. Factors to keep in mind when planning a screening clinic are seen to include staff, available space, and state and community resources; and advantages of an outpatient screening clinic are cited. (SB)

ABSTRACT 393

EC 08 0393 ED N. A.
Publ. Date 74 353p.
Gardner, William I.
Children with Learning and Behavior Problems: A Behavior Management Approach.
Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, MA 02210 ($6.95)

Descriptors: Exceptional Child Education; Handicapped Children*; Behavior Problems*; Learning Difficulties*; Early Childhood Education*; Behavior Change*; Operant Conditioning; Program Development; Home Management;

Presented are behavior management strategies in early childhood education for children with severe learning and behavior problems. Practical procedures for insuring that young children become successful learners are described in five parts (Chapter topics are in parentheses): basic concepts of behavior management (a behavior management view of children with learning and behavior problems and a description of general and specific problems); principles and procedures for producing behavior change (factors which influence behavior patterns, concepts of positive reinforcement, elimination of behavior patterns, and ways of influencing emotional behavior); development of behavior management programs (design and implementation of a behavior management program); application to learning and behavior problems (applications to promote desired behavior patterns and management of some recurring patterns); and facilitation of behavior change in the home. Provided in Part VI is a list of 19 supplementary readings and 11 films and videotapes. (SB)

ABSTRACT 369

EC 08 0369 ED 113 922
Publ. Date 92p.
Brown, Gerri.
An Educational Model for Autistic Children.
Orange County Public Schools, Orlando, Florida.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS mf;hc

Descriptors: Emotionally Disturbed*; Autism*; Guidelines*; Program Development*; Educational Programs*; Exceptional Child Education; Behavior Change; Operant Conditioning; Behavioral Objectives; Identification; Student Evaluation; Regular Class Placement; Program Descriptions;

Identifiers: Florida (Orange County);

The handbook provides a guide for the development of a public school program for autistic and seriously emotionally disturbed (ED) children which reflects the experience and successful elements of the Orange County (Florida) school district program. Included are sections on program rationale and philosophy (providing equal education opportunities); program goals (increasing students' growth through a behavior modification program of developmental activities); eligibility of children for the program (examining criteria such as unusual reactions to perceptual stimuli); program organization (considering such conditions as core staff requirements, budget, and transportation needs); initial identification and placement of children in the program (using referral and assessment methods to place the child in a diagnostic category); and transition of children out of the program (determining readiness for regular or ED class placement). Information in the appendixes includes the definition of autistic children, a plan for remodeling and adapting an existing classroom, and guidelines for parent group leaders. (For related information, see EC 08 0368.) (SB)

ABSTRACT 368

EC 08 0368 ED 113 921
Publ. Date 178p.
Brown, Gerri.
Teacher's Guide to an Educational Model for Autistic Children.
Orange County School District, Florida.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS mf;hc

Descriptors: Emotionally Disturbed*; Autism*; Curriculum Guides*; Program Descriptions*; Student Evaluation*; Exceptional Child Education; Behavior Change; Operant Conditioning; Teaching Methods; Behavioral Objectives; Class Management;

Identifiers: Florida (Orange County);

The teacher's guide presents some of the basic considerations necessary for classroom implementation of a public school program for autistic and seriously emotionally disturbed (ED) children. Included are descriptive information about typical ED student behavior and management techniques for use in the classroom. Also given are basic ideas concerning classroom organization, scheduling, teaching procedures, and inservice training. The major portion of the guide is devoted to the Developmental Sequence Objectives and the Assessment Sheets, which provide behavioral objectives for six major skill areas: behavioral skills, social skills, motor skills, self help skills, visual skills, and language skills (expressive and receptive). Replicable record-keeping devices are included for recording student progress in social and behavioral skills, as well as in curriculum related, academic readiness skills. Appendixes include information such as a definition of autistic children, a behavior modification intervention model, and a materials list. (For related information, see EC 08 0369.) (Author/SB)

ABSTRACT 346

EC 08 0346 ED N. A.
Publ. Date 75 180p.
Gardner, James E.
Paraprofessional Work with Troubled Children.
Gardner Press Inc., Distributed By Halsted Press, Division of John Wiley and Sons, Inc., 605 Third Ave. New York, NY 10016 ($9.95)

Descriptors: Exceptional Child Education; Emotionally Disturbed*; Program Descriptions*; Nonprofessional Personnel*; Remedial Reading; Psychotherapy; Parent Counseling; Intervention; Staff Improvement*; Program Development*; Educational Programs*;

Identifiers: Childrens Center for Educational Therapy*; California (Venice);

Reported is the development of the Children's Center for Educational Therapy (Venice, California) which uses paraprofessionals as the primary staff in remedial reading, child therapy, parent counseling, and preventive kindergarten programs for emotionally disturbed children. The Center's program is explained in Chapter I in terms of background, organization, staff, budget, scope and depth, programs, and purpose. The HEP (Help Education Progress) Remedial Reading Program is explained in Chapter II to use emotional conditioning and behavior modification to build positive student-tutor relationships and to motivate the child. Positive gains of the kindergarten program are noted in Chapter III, which include the control of tantrums and violent behavior. Sample cases of children involved in the Center's psychotherapeutic program are presented in Chapter IV. The staff problems in developing a remedial program for children entering junior high school are recounted in Chapter V, and it is concluded in Chapter VI that the use of paraprofessionals is viable, effective, and financially feasible. (SB)

ABSTRACT 301

EC 08 0301 ED 113 917
Publ. Date Apr 75 46p.
Ardoff, David G.
Weaver, Jerome F.
Token Economy at the Classroom Level.
EDRS mf;hc

Descriptors: Delinquency*; Behavior Change*; Operant Conditioning*; Residential Programs*; Program Descriptions*; Exceptional Child Research; Elementary Secondary Education; Values; Performance Contracts; Academic Achievement; Attitudes; Money Management;

Identifiers: Token Economy*;

Evaluated was a pilot study on the use of behavior modification with 116 delinquent boys (8 to 15 years old) committed to a residential treatment center. Upon assignment to classes, each S was placed on an individual contract which, when completed, was worth points redeemable for such things as candy and potato chips. Ss were administered the Wide Range Achievement Test, the Shipley Institute of Living Scales, and the Jesness Personality Inventory prior to and following the experimental program. Results showed that a token economy at the classroom level was effective in improving the quality and the quantity of learning skills, while raising achievement in reading and arithmetic; in effecting improved classroom behavior and positive changes in attitudes; in attaining increased skill in economics; and in producing value systems oriented toward intangible and social reinforcers. From the study, a token economy handbook was devised which includes sections on purpose, daily scoring guidelines, tabulation process, reward system, and weekly system. Also included are appendixes on student-teacher contracts and the Jesness Inventory. (SB)

ABSTRACT 291

EC 08 0291 ED N. A.
Publ. Date Nov/Dec 75 5p.
Jodrell, Ruth D.
Sanson-Fisher, Robert.
An Experiment Involving Disturbed Adolescent Girls.
American Journal of Occupational Therapy; V29 N10 P620-624 Nov/Dec 75

Descriptors: Exceptional Child Research; Emotionally Disturbed*; Delinquency*; Adolescents; Females*; Behavior Change*; Operant Conditioning*; Positive Reinforcement; Interpersonal Competence*;

Identifier: Token Economy*;

The basic principles and approaches of behavior therapy were used with disturbed adolescent girls in a treatment unit. Compliance and social greetings were selected as target behaviors; and to correct inappropriate behavior, four steps were used: describing appropriate behavior, explaining reasons for training, providing practice and feedback, and rewarding appropriate behavior with points. Five girls were randomly selected and divided into two groups (one group receiving points for the total compliance training phase and the other receiving no points for five days before reinforcement); and data from each group were compared. The use of points in conjunction with social reinforcement was found to be more effective than social reinforcement alone. (SB)

ABSTRACT 236

EC 08 0236 ED N. A.
Publ. Date 72 257p.
Glasscote, Raymond.
And Others.
Children and Mental Health Centers: Programs, Problems, Prospects.
Joint Information Service, American Psychiatric Association; National Association for Mental Health, 1700 18th St., NW, Washington, DC 20009 ($7.00)

Descriptors: Exceptional Child Services; Emotionally Disturbed*; Surveys*; Mental Health*; Federal Aid*; Community Programs*; Trend Analysis; Program Descriptions*;

Presented is the tenth in a series of field studies which focuses on the efforts of eight federally assisted mental health programs to meet children's needs. Reviewed in Section I are such topics as the treatment of disturbed children, the state of the art, and prevention; and study findings (including that there is a significant lack of partial hospitalization and inpatient service for children) are discussed. In Section II (which constitutes the bulk of the text), the eight programs surveyed are described in terms of area served; origins; philosophy, purposes, and policy; administration and staffing; clinical services; consultation and community services; mental retardation services; research; training; and financing. Pointed out in Section III are the principles underlying the different programs; and a composite program is seen to include services such as family life education, a screening clinic or crisis unit, and residential treatment. The eight programs reported on by the authors are the following: Cambridge-Somerville Mental Health Center (Massachusetts), Convalescent Hospital for Children (Rochester, New York), Kedren Community Mental Health Center (Los Angeles, California), Alger-Delta-Marquette Community Mental Health Center (Marquette and Escanaba, Michigan), Arapahoe Mental Health Center (Englewood and Aurora, Colorado), Western Missouri Mental Health Center (Kansas City), the Children's Re-Education Center (Greenville, South Carolina) and Peninsula Hospital Community Mental Health Center (Burlingame, California). Appendixed are the orientation and identifying questionnaires used in the survey. (SB)

ABSTRACT 235

EC 08 0235 ED N. A.
Publ. Date 75 329p.
Glasscote, Raymond M.
And Others.
The Alternative Services: Their Role in Mental Health. A Field Study of Free Clinics, Runaway Houses, Counseling Centers and the Like.
Joint Information Service, American Psychiatric Association; National Association for Mental Health, 1700 18th St., NW, Washington, DC 20009 ($8.00)

Descriptors: Exceptional Child Education; Emotionally Disturbed*; Drug Abuse*; Adolescents; Agencies*; Program Descriptions*; National Surveys; Psychological Services*; Mental Health;

Presented are the findings of a national investigation of alternative agencies providing mental health services to adolescents with somatic or emotional problems. In Part I, background information on the growth and structure of alternative services includes forms of service (such as radio networks, telephones, walk-in counseling centers, and therapeutic communities), personnel, and clientele; and particular problems handled by the agencies are discussed in Part II. Part II constitutes the bulk of the text and contains descriptions of the 14 programs studied: Help Line (North Adams, Massachusetts), Focus (Las Vegas, Nevada), the Counseling Center (Milwaukee, Wisconsin), Youth Advocacy Program (Montgomery County, Maryland), Pedregal House (San Mateo, California), The Place (Concord, Massachusetts), Haight-Ashbury Free Medical Clinic (San Francisco, California), Renewal House (Los Angeles, California), Threshold (Rochester, New York), the Walk-In Counseling Center (Minneapolis, Minnesota), Waikiki Drug Clinic (Honolulu, Hawaii), Grassroots (Columbia, Maryland), Youth Advocates, Inc. which includes Huckleberry House (San Francisco, California), and Here's Help (Miami, Florida). Appendixed is the orientation questionnaire to alternative services. (SB)

ABSTRACT 164

EC 08 0164 ED N. A.
Publ. Date 75 8p.
Earle, Joan.
Music as Therapy.

Remedial Education; V7 N2 P15-22 75

Descriptors: Exceptional Child Education; Emotionally Disturbed*; Guidelines*; Therapy*; Music*; Teaching Methods*;

Offered are guidelines for using a music therapy program with socially deprived or emotionally disturbed children. Words and music are provided for songs to help children communicate and develop self management capacities. Also included are schedule notes and suggestions for specific program aims and observation areas such as listening, reasoning, and performing. Summarized are the responses of four children to the music therapy program. (DB)

ABSTRACT 111

EC 08 0111 ED 113 877
Publ. Date 75 27p.
Woodside, Rosalie V.
The Therapeutic Preschool: A Service, Research and Demonstration Project.
EDRS mf;hc
Paper Presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975.

Descriptors: Emotionally Disturbed*; Therapy*; Teacher Role*; Program Descriptions*; Educational Diagnosis*; Exceptional Child Education; Preschool Education; Parent Education; Social Work; Demonstration Projects;

Described is the Therapeutic Preschool, a community based program with university affiliations serving two classes of five emotionally disturbed preschool children and their families. Noted are diagnostic, research, and community service aspects of the program. Focused on is the role of the social worker in the parent education component. Included are a listing of tests and their purposes in the standard diagnostic procedure and a case study of a 5-year-old boy. Discussed is the program's demonstration aspect which is reported to include the training of day care center staff, and plans to provide inservice training to pediatric residents, nursing students, and mental health agents. The role of the teacher in the preschool is examined in terms of assessment, therapy, intervention, and consultation. (DB)

ABSTRACT 76

EC 08 0076 ED N. A.
Publ. Date Oct 75 10p.
Romanczyk, Raymond G.
Goren, Elizabeth R.
Severe Self-Injurious Behavior: The Problem of Clinical Control.
Journal of Consulting and Clinical Psychology; V43 N5 P730-739 Oct 75

Descriptors: Exceptional Child Research; Emotionally Disturbed*; Childhood; Case Studies*; Behavior Change*; Operant Conditioning; Negative Reinforcement*; Therapy; Transfer Of Training*;

Identifier: Self Mutilation*;

The long term treatment program and followup of a 6- year-old child with chronic, self injurious behavior are presented. Electric shock and differential reinforcement of other behavior are noted as the primary techniques used during the 10-month treatment program. It is cited that although initial results were only partially successful, total suppression was eventually achieved in a laboratory setting. The procedures described for extending this control to the natural environment are reported to be only moderately successful. It is suggested that the extrapolation of laboratory evidence to the natural setting is premature in the case of self injurious behavior. (Author/SB)

ABSTRACT 73

EC 08 0073 ED N. A.
Publ. Date Fall75 9p.
Goodman, Earl O.
Behavior Modification as a Therapeutic Technique for Use with Parents of Emotionally Disturbed Children in Residential Treatment.
Child Psychiatry and Human Development; V6 Nu P38-46 Fall75

Descriptors: Exceptional Child Research; Emotionally Disturbed*; Childhood*; Behavior Change*; Operant Conditioning*; Parent Education*; Residential Programs; Program Descriptions; Interpersonal Relationship;

A behavior modification program was developed for parents of emotionally disturbed children (6 to 12 years old) in residential treatment. Designed to foster improved parent-child and husband-wife relationships, the program included four phases: diagnosis of the child's behavior, inducement of positive feelings in the parents concerning the program, instruction of parents in reinforcement through group meetings and child visits, and treatment of the child taken over by the parents. Several more years are required to determine if experimental children are more successful in school and have a lower institutional readmission rate than children not in the program. (SB)

ABSTRACT 3

EC 08 0003 ED N. A.
Publ. Date Sep/Oct75 4p.
Unkovic, Charles M.
And Others.
Synergy Pays Off: Air Force Fights Delinquency.
Journal of Rehabilitation; V41 N5 P19-21, 37 Sep/Oct 75

Descriptors: Exceptional Child Education; Delinquency*; Adolescents; State Programs*; Interagency Cooperation*; Program Evaluation*; Program Descriptions*; Behavior Change; Changing Attitudes; Educational Programs; Vocational Education; Physical Activities;

Identifier: Michigan Youth Services;

Evaluated was the effectiveness of the Michigan Youth Services (MYS) program in improving the attitudes and behaviors of over 500 delinquent adolescents. The synergetic (cooperative) project involved MYS personnel, Air Force officials, and community residents in a program of physical (swimming), vocational (traffic control), and educational (male physiology) activities with the youths. A series of 13 tests was run to determine significant differences between boys' precamp and postcamp self opinions, overall attitudes, and actual behaviors. Findings included data showing that the recidivist rate was 12.9% (the national rate is approximately 70% for delinquent youths); that 87% of the boys previously arrested had not been arrested since the MYS experience; that 96% of the boys not previously arrested had not been arrested since encampment; and that only 8 of the 400 boys became wards of the court after encampment. Evidence indicated that the program was effective for all participants regardless of degree of delinquency or socioeconomic background. (SB)

ABSTRACT 2

EC 08 0002 ED N. A.
Publ. Date Sep 75 3p.
Brown, Wesley.
Kingsley, Ronald F.
The Effect of Individual Contracting and Guided Group Interaction Upon Behavior-Disordered Youths' Self-Concept.
Journal of School Health; V45 N7 P399-401 Sep 75

Descriptors: Exceptional Child Research; Emotionally Disturbed*; Behavior Problems*; Adolescents*; Self Concept*; Group Therapy*; Goal Orientation*; Intervention;

The effect of an individual contract for personal achievement and participation in guided group interaction on self concept was studied in 30 behavior disordered adolescents enrolled in a youth development center. Each subject completed the "Self- Test" of the Bower Lambert Scale prior to and following the 7- week intervention program of individual and group interaction. Results showing that the ideal self perceptions came closer to the real self perceptions after the program indicated that the goal of a more realistic and mature orientation was achieved. (SB)